

Childhood Education

The Magazine for Teachers of Young Children

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Next Month—

■ "Child development is out of date," said Patty Smith Hill at the Teachers College A.C.E. dinner in New York City last summer. "We need to think now in terms of community development." With this statement in mind the Editors have planned the content for the January issue. There will be an article describing community activities in which elementary school children have engaged, one which discusses the relationship of the teacher to her community, a third which describes a neighborhood experiment with teachers and parents, and an editorial which points out what the school should expect of the community and what the community should expect of its schools. In addition, there will be a very practical article on "Adventuring with Map-making."

—The Editors.

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Associated Experimental Schools, New York

Ten-Year-Old Craftsmen

Editorial Comment

A Victory Without Force

DURING the Christmas season it is fitting that we should consider the life of Horace Mann—a life which for excellence of personal character and for unselfish Christian achievement, belongs among the saints of the ages. First, Horace Mann performed a service through his leadership of the public-school awakening which leaves every child his debtor. Second, he demonstrated that the greatest advances for humanity can be won through the processes of peace.

Today there are thirty million young people in the schools, an amazing empire of democratic opportunity. Where else in all history has there been such a widening of human rights and opportunity through the peaceful process of enlightenment? "Children" and "peace" are the Christmas themes and so teachers may well turn at this season to the ideals of Horace Mann.

Horace Mann belongs with Washington, Jefferson, and Lincoln as one of the four Americans who has contributed most to our democratic way of life. Washington and Jefferson laid the foundations for political democracy. Lincoln saved the Union. Horace Mann fathered the common school and sowed the seeds of cultural democracy. His contribution in establishing the schools was so fundamental that he is known as the Father of the American Public School.

DURING 1936-37 the one-hundredth anniversary of Horace Mann's coming to the secretaryship of the Massachusetts State Board of Education will be celebrated throughout the country. The Horace Mann Centennial, sponsored by the National Education Association, will offer the best opportunity our generation will have to dedicate ourselves anew to the ideal of free and universal education.

To the teachers of young children Horace Mann is especially significant. He understood children and appreciated the depth and purity of their minds. In his beautiful *Letter to the School Children*, he speaks of the pupils of Massachusetts as "my children," who are "present to my mind every day. I never lie down to sleep, nor rise from it, without thinking of them. They live in my heart. I desire to give them the substantial blessing of deeds and sacrifices, rather than the empty one of words and forms."

And nobly did he confer the blessing of deeds upon all the children. No one did more than he to establish faith in education among the people. He labored to make schoolhouses more comfortable and health-

ful. His influence aided in founding the first public normal schools in America where teachers could study the needs of childhood. He helped to spread the ideals of Pestalozzi; and of Froebel whose school for little children, called by the significant name of kindergarten or "child's garden," was just starting.

IN A DAY when punishments were harsh and frequent he urged people not to arouse fear in the children but to reason with them and to quicken their natural desire for growth and self-improvement. This awakening of the child's desire to assume responsibility for the rightness and excellence of his own life is the central fact in all moral or character education.

As teachers of young children celebrate the beginnings of the kindergarten movement during 1937, they may well pause to consider the achievement of Horace Mann who laid the foundations for the public schools without which the kindergarten could reach but a fraction of the people. His was a great achievement for the masses of the people—won through the teaching process rather than through any process of force or conquest.

TO THE disciples of Horace Mann, the Centennial message is first, that each do his part to live and spread the Horace Mann ideals and his faith in democracy and the improvability of man; second, that each encourage the ablest and finest young people to choose careers in the various fields of education; and third, that each encourage those men and women to enter political life who will loyally safeguard and develop our educational institutions to provide full and equal opportunity for all.

—JOY ELMER MORGAN

On a Momentous Question

THE all-important question still remains: by what spirit are our schools animated? Do they cultivate the higher faculties in the nature of childhood—its conscience, its benevolence, a reverence for whatever is true and sacred? Or are they only developing upon a grander scale, the lower instincts and selfish tendencies of the race? Knowing as we do that the foundations of national greatness can be laid only in the industry, the integrity, and the spiritual elevation of the people, are we equally sure that our schools are forming the character of the rising generation upon the everlasting principles of duty and humanity? . . . It becomes, then, a momentous question, whether the children in our schools are educated in reference to themselves and their private interests only, or with a regard to the great social duties and prerogatives that await them in after life.—HORACE MANN

When Children Ask About God

EDNA DEAN BAKER

CHILDREN'S questions about God, contributed by parents, are very realistic: Where does God live? What does He eat? Does He go to bed at night? Is His house plastered or stuccoed? How did He make trees and snakes and bears? How did He make man? What did He make first? Why can't I see Him? Why can't I hear Him speak? What does He do with the money people give Him?

The child's ideas and questionings concerning God gradually change, become less realistic, become more involved as his thinking develops in this field. The number of questions asked of others become fewer as the child approaches adolescence. In spite of the fact that he is more able to reason and to arrive at his own conclusions, the adolescent is often in need of an older friend with whom he can discuss his religious problems. Indeed, it may be said that as long as the individual continues to grow intellectually, if his curiosity remains active and he reads and thinks on religious questions, his conception of God will change.

To one adult, God is a person; to another, law; to a third, the spirit of love, and to a fourth, a set of ideas. He may be thought of as a creative being or force or principle, as vital energy, the absolute, intelligence, justice, wisdom. It has been suggested that the concept is acceptable for an individual which at a moment has greatest meaning and potency in his life. It may be said with some truth that no man has gone so far in his search after God that he can afford to be dogmatic about the concept at which he has arrived.

Two hundred parents, of somewhat better than average education and economic status, and of varying religious faiths, recently filled in a questionnaire on which they presented

Children in their attempts to develop their concepts of the spiritual, physical and mental world in which they live ask countless questions. Perhaps the most puzzling and difficult to answer are those pertaining to God, death, and life after death. Miss Baker, president of the National College of Education, Evanston, presents some of these questions and suggests how they may be answered.

the questions on religion asked by their children. It was difficult to classify these questions, but five tabulations were set up as follows:

- Questions concerning God—His physical being, His abode, His power and His relationship to people and things.
- Questions about heaven and angels.
- Questions about death and life after death.
- Questions about Jesus and His life.
- Questions of a more general nature concerning the presence of suffering in the world, punishment and reward, the different churches, and racial differences.

The first group (questions about God) constituted more than fifty percent of the total number; the second, third and fourth groups contributed fifteen percent; and the fifth group, thirty-five percent.

These same parents were asked also to state whose responsibility it was to answer such questions and to give religious training. Practically one hundred percent said that the greatest responsibility rests in the home; about eighty percent felt that the church has a very definite function in religious education and in character formation; about fifty percent said that the school has a responsibility but they were divided as to just what contributions the school makes.

Parents and teachers today, however, no matter what their theory concerning religious

education—whether they believe in direct religious instruction or in indirect learning from experience—are agreed that the questions of children can not be evaded safely. They are faced with the responsibility of answering these questions or of helping children to answer their own questions or in getting them answered to their satisfaction. The danger of irritation, confusion, worry, fear, loss of confidence and security, with their unfortunate train of consequences, are great if the child is left over long with an unsolved problem upon which he can secure no light. One child lost weight and appetite when his parents failed to give a satisfactory explanation of his grandfather's death. They finally came to the first grade teacher and asked her if she would be willing to talk to the child.

When we examine the ideas about God that children have formed as the result of their own experiences and thinking, we find that there is considerable variation. They are apt, however, to be concrete, often the result of imagery secured through religious pictures, hymns, stories or the remarks of other children and adults. The following descriptions were given by grown-ups as embodying their earliest conceptions of God:

A very good man. If I prayed earnestly He would save me from snakes and from lightning. I used to gaze at the pictures in my mother's Bible and think that all pictures were God.

A king on a great throne with all the angels kneeling about Him.

The form of a man with a long white beard and a flowing robe. I gained this idea from a Sunday school picture.

A person looking like the picture of "Jesus blessing little children."

An old man. A picture of Father Time gave the first image. After that I always thought of God as having a long gray beard and carrying a sickle in His hand.

A very large being. He was very much larger than human beings. He was probably as tall as the trees. He always wore long white robes and I used to imagine Him walking about up there in the sky.

A strong, stalwart man like my own father,

only one who loved all the boys and girls in the world as we were loved by our father.

Someone who was as kind as my mother and who, like my mother, would be very, very sorry if He found it necessary to punish anyone for misbehavior and who knew even more than my mother.

The rainbow. My first conception of God was when mother was telling me that God made the rainbow. So I thought God was a very beautiful light.

The clouds. I thought that when they were floating around, He was watching over us. If the clouds were fleecy and white, He was pleased with what He saw, but if they were dark and angry, He was very much displeased. When there were only a few clouds, I thought He was resting and that we should be very still so as not to disturb Him.

An invisible being in the heavens. I never thought that He was any one figure but just all over.

A boy of six said to his teacher, "May I make an appointment and ask you some questions about God which I do not know the answer to yet?"

The appointment was made and some questions were asked about the nature of God. The teacher agreed to tell the boy what was at the present her understanding of God. She tried to put her ideas into words that he could comprehend: "God is spirit. We can not see Him. God is like the air. We feel it but do not see it. God is like warmth. We feel it but do not see it. God is like love. We feel it but can not see it or hear it or touch it. We sometimes say of God that He is love because of all the beauty and goodness in our world. God has no one abiding place because He is spirit; He is everywhere at the same time."

While such an explanation is difficult for a child of six to understand, life to the child, as to the man, is full of wonder and mystery. A recent popular book written by a modern scientist is entitled, *Man the Unknown*, to which might well have been added, "In An Unknown Universe." Yet the poet, Angela Morgan, exquisitely describes awareness of the *unknown* man in an *unknown* universe:

As I sit quietly here in my chair—
 I am aware of the systems that swing
 Through the aisles of creation on heavenly wing,
 I am aware of the splendor that ties
 All the things of the earth with the things of
 the skies,
 Here in my body, the heavenly heat,
 Here in my flesh, the melodious beat
 Of the planets that circle divinity's feet,
 As I sit silently here in my chair
 I am aware.¹

Children are often aware of more than we think possible. Two kindergarten children were talking; one asked the other, "Sammy, do you know God?" Sammy was silent. "Sammy, do you know God?" Still no answer from Sammy. "Sammy, if you don't know God, you don't know nothing."

A child of six was telling another young child about God. "God is not a man, nor a woman, nor a boy, nor a girl, nor a lady, nor a baby, nor a German. He's a spirit."

A child of four and a half asked an artist who was painting a picture, "Why don't you paint God?"

The artist replied, "Tell me how to do it."

The child went to the window and looked out for a few minutes, evidently thinking, then she said, "If I were painting a picture of God, I would put everything into the picture, even man."

Among the most difficult questions parents and teachers have to meet are those concerning death, life after death, suffering and loss, and God's relation to them. Many people still refer to the catastrophes, disasters and losses of the world as the will of God and teach resignation as the proper response to them. On the other hand, the newer religious teaching places the emphasis upon the beauty, harmony and order in the universe so that children may develop a sense of security and happiness and "The wholesome

religious faith which dares and adventures and which achieves in fellowship with the eternal."

It would be a mistake, however, to omit any consideration of suffering, sorrow and loss. While children doubtless should not be burdened with accounts of suffering and loss which they can not relieve, they should face realistically such situations in their own experience. The rabbit dies of too devoted care; the flowers fade or insects destroy the plant; baby birds fall out of the nest; the family hasn't enough food; the older brother is seriously injured in an automobile accident. Then the child questions, "If God is good and all-powerful, how can these things happen?"

There are at least two principles with which the child gradually becomes acquainted that help him to understand better the world in which he lives and how these things can be: (1) The universe seems to be orderly and purposeful; (2) man has the right of choice but because he is in a law-abiding universe, he reaps what he sows. If an individual does not cooperate for the good of all, he starts a chain of events which sooner or later brings disaster to him and to others.

What kind of theory of life do we want our children to deduce from their experiences with us? Do we wish it to be a static conception of a world ruled by a creator who acts in every situation as a direct agent and controls people and events to his own ends? Or do we seek to inspire a more dynamic conception of a world which is not finished, of a world where each individual has his own share of responsibility in creating beauty and in making a more wholesome society, of a world where unselfish love is stronger than hate and fear—in fact, a world in which love is the supreme force capable of transforming nature and society; of a world where spiritual possessions are of most value and are not subject to loss?

¹ "Kinship" by Angela Morgan. From *High Tide*, compiled by Mrs. Waldo Richards. Boston: Houghton Mifflin Company, 1916. Miss Morgan has just been appointed poet laureate of the General Federation of Women's Clubs of America.

Christmas and the Bible Story

MAY LAMBERTON BECKER

ON ONE point parents who ask me about Bible stories for children seem sharply to divide. One demand is for stories taken from the Bible but entirely re-told, not only in language suited to their years but as far as possible with no words outside their everyday vocabularies. The other demand is for selections from the King James version, as little changed as possible, and that by abridgment only.

My own preference is for both. I do not see why they cannot be combined, and I think that in most families "brought up on the Bible" they have been.

The New Testament, it seems to me, should come first to a little child by word of mouth—preferably his mother's mouth, or his grandmother's. The natural time to begin it would be Christmas, and a natural beginning would be made in the course of preparations for the first Christmas on which the child is old enough to listen to stories and take part, if ever so small a part, in the family's Christmas ritual.

I know a family whose Christmas ritual involved reading Dickens' *Christmas Carol* aloud, all the way through by various members of the family between Christmas and New Year's Day. My own custom, which I suggest to those who take Christmas too hard and reach it all played out, is to reread this book every year, closing ten days before Christmas. It sets a good tone for the holidays. There should be always story-telling or reading-aloud before and during these holidays, as part of everybody's home ritual, and the Christmas story is naturally told then.

Of course an ideal way to hear it would be as I did in 1926, in Bethlehem, Pennsylvania, after dusk on any day between Christmas and New Year's. If you rang the bell of

This article is published in response to many requests from parents and teachers for information concerning the best Bible stories for young children. It is part of chapter fourteen from an excellent new book, "First Adventures in Reading," by May Lamberton Becker, and published here by special permission of Frederick A. Stokes Company. Mrs. Becker is editor of "Books for Young People," New York Herald-Tribune Books.

any house whose front door was wreathed with green, studded with colored lights, and surmounted by a many-pointed, star-shaped lantern, and asked to "see the Putz," you would at once be led to the place—it might be a corner of the parlor or a whole room upstairs—where under a grove of Christmas trees stood the tableau of the Nativity in little figures arranged as naïvely as in a fourteenth century crèche. Certain features must be there: the lighted stable, the Holy Family, the shepherds, the angels, the star; but as everything is kept from generation to generation and new figures are added from time to time, the nicest Putz I saw had not only angels seventy-five years old floating from the blue-calico sky, but no less than nine Wise Men of various sizes.

You may have a working waterfall in your Putz, or an electric train, so long as it is to the Glory of God, but the heart of it must be at the manger and Grandmother must be ready to tell the story to any child who comes. She tells it sitting with the child under the tree. Then the visitor is given a dozen kinds of Christmas cookies that began to be baked the day after Thanksgiving—the same day that people bring out the rock-paper from the attic and look about for conveniently shaped boxes out of which to construct the terrain—and off you go after another lighted door. They told me that I could "go

putzing" every evening for two weeks, if I should go even unto Bethlehem.

But if you stay in New York and on the streets and in the shops, it may be hard to keep your mind on Christmas as a religious festival, even if you theoretically hold it to be one. So far as many a city child is concerned, red-wrapped Santa Clauses, wagging their beards in every shop window, have captured Christmas just as in New York at Easter the rabbit has routed the Resurrection. If you prefer that your child shall not be thus confused, you will have to do something about it yourself.

So if you wish to come as near as a picture-book can bring you to this friendly respect for the Christmas story, have *The Christ Child*, illustrated in color by the Petershams, in the house for little children from four to eight, or for children even younger to look and listen. You can read words familiar to you from Matthew and from Luke, telling the story as far as the visit to the Temple, while the littlest in your lap looks on at the Nativity in many colors, with quite the most ingratiating animals around the manger that ever I saw in anything but a very primitive picture. There is a glow and a tenderness about every picture in the big book: I do not know one more likely to be loved a long time.

Another picture-book seems to go along with it, though it is not especially a Christmas book: *The Lord's Prayer*, pictured in lithographs drawn in stone by Ingri and Edgar Parin D'Aulaire. The Lord's Prayer has been many times "embellished with woodcuts." But no one, so far as I know, has put its petitions, without a word of explanation or homily, into pictures that translate them directly in terms of a little child's experience. The result is a book a child can love and its parents find touching, pathetic, or satisfying, according as they have kept or departed from the spirit and the faith of childhood.

An older person who distrusts his ability

as a story-teller for very little children can read aloud from *A Baby's Life of Jesus Christ*, by Mary Rolt, one of the simplest possible re-tellings for a quite tiny child, and get the effect of story-telling. Sir Arthur Quiller-Couch and others arranged selections from the Authorized Version, with occasional slight changes, in the book for five to seven, *The Little Children's Bible*. In all these there are pictures, and there always should be in a Bible or a book of Bible stories to which children have access, if you want them to read it for themselves. Literary autobiography is full of references to illustrated Bibles—such as the one that so enthralled Anatole France—and their effect on children who have read, so to speak, around the pictures to find out what they were about, until if these were many they had of their own free will absorbed a good part of the narrative.

The loveliest of the illustrated introductions to the Bible now offered directly to a child is *A First Bible*, illustrated with some of the most appropriate, reverent and sympathetic full-page woodcuts—by Helen Sewell—that have been made for the Bible in our time. Flowing through its gracious pages—whose typography is so good that you notice it no more than you do a good digestion—is a running series of selections from Old and New Testaments, from Noah through Paul's speech at Mars Hill, arranged by Jean West Maury to give the effect of continuous narrative. There is no attempt to condense the Bible or even to present its essential doctrines; the scenes are those a young reader might be expected to know about in later life, scenes that by their inherent interest and beauty will lead him to go on reading for himself. The skill of the artist is used in the service of a spirit in the deepest sense religious.

"The Life of Our Lord," Charles Dickens' effort to express to his children what the story of Jesus meant to him, makes a determined try at reducing the New Testament to what this father thought were its essential

points and concentrating on these, and conveys a sense that these points are essentially important in the life of man. It will be welcomed or otherwise by parents in proportion to their agreement with him on these essentials.

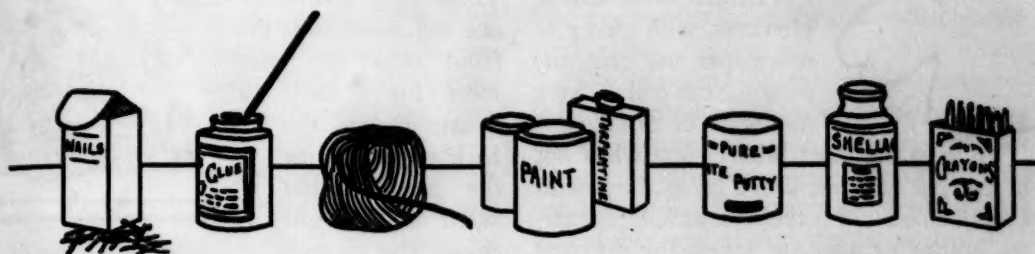
There are two illustrated versions of the whole Bible made expressly for the use of children, that have been used by them so long one can scarcely wonder that in many homes they would be, so to speak, fought for against any newcomer in the field, however good that newcomer might be—just as there is no use in trying to prove the merits of the Moffatt or the Goodchild version to a family thoroughly committed to the Authorized. These are the long-standing *Bible for Young People* and *The Children's Bible* edited by Sherman and Kent; in the first, stories are told in Bible language but grouped into subjects to give complete narratives, and in the second—which has color-pictures—"the text is that of the King James Version but in the language of the child."

But Dr. Bowie, rector of Grace Church, New York, has produced a modern narrative rendering of the Old and New Testaments for young people in *The Story of the Bible* which combines so many good features in what amounts to an entirely new manner of treatment, that it should be generally brought to the attention of parents looking for an introduction that will take their children a long way. It gives the scriptural story in whatever version best gives the meaning of a particular passage, whether this is the Authorized, the Revised, the sturdy contemporary rendering of Moffatt, or Dr. Bowie's own translation, together with explanations deftly interwoven wherever needed, drawn from rich scholarship and

warm love of the subject and the task. To old or young, but to the inquiring mind of youth especially, he presents the Bible as literature and as history and as something to be treasured for itself. The 'teens can make the most of it, but it might well be in the house ahead of the 'teens.

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- Naïve retelling of the Bible story of the creation and the redemption with little pictures like medieval illuminations.
- A Baby's Life of Jesus Christ. *By Mary Rolt. New York City: The Macmillan Company, \$1.00.*
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- A First Bible. *Compiled by Jean West Maury, illustrated by Helen Sewell. New York City: Oxford University Press, \$2.50.*
- The Bible for Young People. *Boston: D. Appleton-Century Company, \$3.50.*
- The Children's Bible. *Selections from the Old and New Testaments, translated and arranged by H. A. Sherman and C. F. Kent. Colored pictures. New York City: Charles Scribner's Sons, \$2.50.*
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- The Junior Bible. *Edited by E. J. Goodspeed. Illustrated by Frank Dobias. New York City: The Macmillan Company.*



Christmas in the Workshop

EDNA PLIMPTON

WHAT shall I make? Can I finish it today?"

"Well, I can't say about that. Things aren't often well made in a hurry."

"But my mother's birthday is Friday."

How often this conversation has taken place in the workshop! Some suggestions are given finally, and after one is chosen, the work goes ahead. A little planning beforehand will make pleasure out of the work and prevent too great excitement.

THE NECESSARY MATERIALS

With the necessary tools, wood of different width and thickness, and the right sized nails, the workshop should be a busy and inspiring place at Christmas time.

The Tools: These will include hammers, cross-cut saw, back saw, try-square, coping saw, plane, brace and several bits, screw driver, bradawl, and a pair of pliers. Good tools are a common-sense start for good workmanship. See that there is a hammer with a well-sharpened claw at the steel end that will pull out nails. When hammering, watch for crooked nails for they will never go in straight.

Children will find it a help to have saws sharp enough. To learn to plane the edge of a board smooth is good preparation toward better work later on. To learn to use a try-

With the added incentive of wishing to "make something for someone," the workshop between Thanksgiving and Christmas becomes one of the busiest and happiest places in the school. Miss Plimpton, teacher of handcrafts at Birch Wathen School, New York City, and author of "Your Workshop" (Macmillan) gives suggestions and directions for things to make at Christmas time.

square in drawing a straight line before sawing is important. To sandpaper finished work before staining or painting is a necessary process.

The Nails: The right sized nails for half-inch and seven-eighths wood will be three-fourths inch, one inch, one and one-fourth inch, and one and one-half inch flat headed nails with brads in the same sizes.

The Wood: White pine is the kind of wood to buy. Besides being economical, it is soft and easy for children to handle. Get it in a variety of widths and thicknesses. This allows a greater choice of things to make. White pine can be purchased in three-foot lengths at any lumber mill. Wood should always be suggestive of the articles desired.

Paints and Varnishes: For young children show-card paints for finished work is advisable, with shellac or Valspar varnish added after the paint is really dry. Natural varnish stain in colors often makes a good finish but



it is harder on the hands. However, with plenty of newspaper and care, any paint job can end with the minimum of disasters.

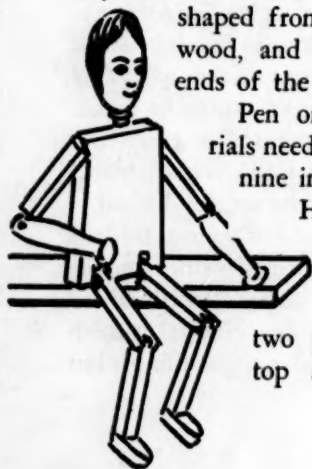
To keep the paint brushes soft when not in use, put each one into a jar of water with a small amount of turpentine added. If separate bottles or jars are saved for different colors, there will always be a brush handy when needed. Clothes-pins of the snapper variety are quite reliable for holding the brush so that it will not curl up or touch the bottom of the jar.

THINGS TO MAKE AND HOW TO MAKE THEM

The following suggestions may provide interest and perhaps start really original ideas in your workshop later on. Trays of different kinds, book ends, hanging shelves, picture frames for best paintings, boxes, foot stools, and small tables are simple presents to make with wood and are very popular with young children.

Trays: Materials needed: one board fifteen inches by ten inches by one-half inch; stripwood one and one-eighth inch by one-fourth inch for the edge around the tray.

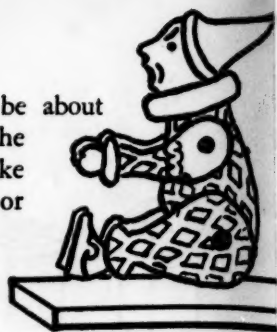
How to make: Saw two pieces of stripwood fifteen and one-half inches long; saw two pieces of stripwood eleven and one-half inches long. After sandpapering, nail the strips around the tray (overlapping the corners). Use light brads—very few are necessary. If handles are wanted, they may be shaped from scraps of pewter or wood, and fastened to the short ends of the tray.



Pen or Pencil Tray: Materials needed: one block of wood nine inches by five inches.

How to make: After sandpapering the ends and surface of the wood, draw two parallel lines on the top surface of the tray.

These lines should be about one inch apart, near the front edge to make room for a circle or square toward the back edge. Outline the parallel lines with a straight chisel. Use hammer or mallet and one-half inch gouge to take away the wood between the two lines. This leaves a smooth round depression for the pencil or pen.



Sandpaper will help to make it smooth after all the work is done. In the same way a circle or square may be cut away, leaving a small space for stamps or clips. Always outline depressions to be cut away with a chisel first to prevent splitting the wood.

Perhaps some child will be original and invent four parallel lines on the tray, making two places for pencils instead of one.

Book Ends: Materials needed: one board one inch by five inches by twenty inches. How to make: Saw two pieces of wood six inches by five inches and two pieces five inches by five inches. When the pieces have been sandpapered, nail one piece of wood six inches by five inches to one five inches by five inches to form the book ends. Rounded or square corners may be used. Decoration is a matter of choice.

Another way to have a design is to outline simple figures or animals on the sides most often seen. Then, allowing the figure to stand in relief, pare away the background with a fine linoleum chisel, bearing lightly on the tool, as in linoleum carving. A natural color varnish stain will give a good finish.

Hanging Shelves: Materials needed: (for three shelves) two boards twenty inches by one inch by six inches for the two end pieces. Three boards twelve inches by one inch by six inches for the three shelves.

How to make: After sawing and sandpapering the boards, lay the two ends



on the worktable, side by side, and decide upon the places for the shelves. After drawing straight lines (with try-square) on one end for the nails, measure the same distance on the other end piece so that the three shelves may be straight and even.

The hammering will complete the hanging shelves. Then, if straight braces about two inches long are screwed into the upper corners of the shelves, they will be prepared for hanging. Their destination will probably be over a desk or in a corner.

If curved sides are wished for the hanging shelves, let the wood be one-half or even one-fourth inch in thickness. Saw these curves with a coping saw, using an eight-inch frame.

Frame for Best Painting: Materials: strip-wood one-half inch by two inches or one and one-eighth inch by one-fourth inch.

How to make: Saw four pieces of wood, two the length and two the width of the picture. Next, arrange pieces with the longest sides to overlap shortest sides at the corners. Use two one-inch brads for each corner to nail the frame together. After coloring the frame, the picture can be mounted on light cardboard the exact size of the frames. To complete the job, either paste or thumb-tack the picture to the frame.

Boxes: Materials needed: a cheese box (found in a grocery store) about nine inches long, four inches wide and three inches deep; one piece of wood the same length and width of the box, for the cover—one-half inch thick; one piece of wood the same length and width as the inside of the box—one-half inch thick.

How to make: Sandpaper the cheesebox. The two pieces of wood cut for the cover should be nailed together and fitted over the box.

Coloring this box in one or two contrasting shades will make it a lively looking gift.

Footstool: Materials needed: one board fourteen inches by one inch by eight inches for the top; two boards seven inches by one

inch by eight inches for the two ends, and two braces two inches by one inch by fourteen inches.

How to make: Cut the wood to size, nail the top of the stool to the two ends, allowing the top to extend one inch or more beyond the end pieces. The braces will be nailed to both top and ends. This makes the stool steady.

Another type of stool can be covered with tapestry. Materials needed: one board twelve inches by one inch by eight inches; one piece twenty-four inches by two inches by two inches for the legs.

How to make: Saw and sandpaper all the pieces needed. Then nail the top of the stool to the four legs, setting the legs exactly in the corners.

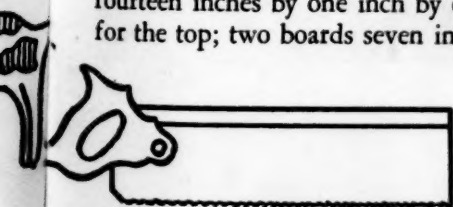
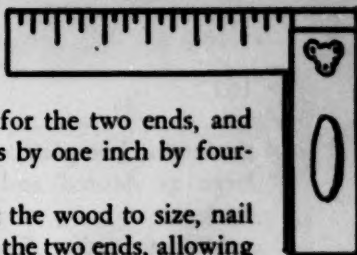
A light tapestry or figured chintz cut a little larger than the stool will make the covering. After nailing the material with upholstery tacks to the front and side edge, lay the stuffing in. Last of all, nail the material to the back edge and other side of the stool.

Small Table: Materials needed: one board twelve inches by twenty inches by one inch for the top; two boards twelve inches by twenty-five inches by one inch for the two sides; one board four inches by fourteen inches by one inch for the brace.

How to make: Saw the boards straight and even. Measure three inches from each end, on the top piece. Draw a straight line. This marks the place for the nails to be driven through the top into the sides. The table should stand evenly and will need only the brace to make it steady enough.

Measure the same distance from the floor, on each end, then nail in the brace.

Wooden Tile for Tea Pot or Hot Plate: Materials needed: for teapot a piece of wood six inches square and three-fourths inches



thick. For hot plate, a square of wood as large as desired and three-fourth inches thick.

How to make: Saw and sandpaper the wooden square. Draw design or picture that is for decoration on separate paper the size of the wood. First cover the tile with one flat color. After that coat is dry the design can be painted in without fear of the colors running together. Waterproof varnish will need to be put on last of all to protect the surface.

A FEW TOYS

To make your Christmas workshop complete, toys will most certainly find their way in. Flat toys, with or without stands, can be sawed out with a coping saw and colored gayly. The best wood for this work is white pine, one-fourth inch in thickness and the width can vary with the size of the toy.

A Wooden Doll: Material needed: one darning ball, stripwood eighteen inches by one-half inch by one-half inch for the legs and arms; one piece of wood three and one-half inches by two and one-half inches by one inch for the body.

How to make: The darning ball forms the head, of course. Cut off the handle near the head, leaving enough length for the neck. Bore a hole in the body for the head to go in. Saw the legs about four inches long and the arms about three inches long.

Cut several small squares of cloth to tack

around the upper part of each arm and leg. This makes a fine upper joint for fastening to the body. A foot of proper size can be nailed to the leg.

Then, last of all, the cloth joints are nailed in place and the wooden doll is finished and ready to paint.

What a promising looking person she will make!

Tops from Wheels: Wheels can be purchased in different sizes at all lumber mills. Bore a quarter-inch hole in the center. Fit in a short dowel for spinning purposes.

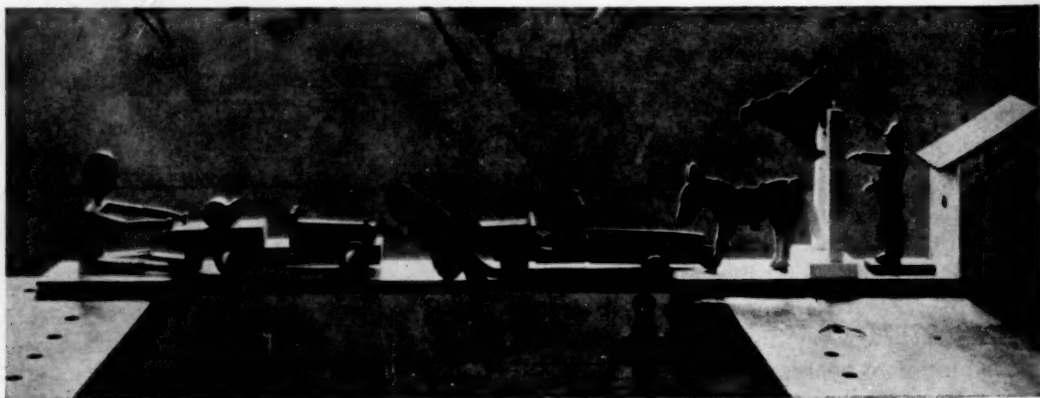
Two-, three-, and four-inch wheels make good tops. After the right sized dowel has been put through the hole, decorate the top with designs which radiate from the center.

A Jumping Jack: Materials needed: one-quarter inch whitewood about five inches wide, or cardboard, not too light.

How to make: Draw head and body the size wished. Arms and legs can be drawn to size and sawed out. Remember to lay the pattern with the grain of the wood. Next, bore holes where arms and legs are to be fastened to the body. Fasten with nails so that they swing loosely. If you tie a long enough string to each leg and arm at a point near the top, you can then fasten all strings together. Four strings will pull like one.

The figure is now a jumping jack.

It is now time to wish you much success in your workshop and a Merry Christmas.



Following Through On an Activity Program

HELEN R. GUMBLICK

WHY do teachers lack confidence in their ability to succeed in an activity program? They go to summer school, take extension work, attend lectures, become enthusiastic about the possibility of activity work, and then say, "I'd just love to try an activity program, but I'm afraid it wouldn't be a success."

How can this lack of confidence be overcome? First, by making a start as quickly as possible, even if the early attempts are not wholly satisfactory.

THE BEGINNING STEPS

One teacher painlessly and satisfactorily changed from a formal to an activity program by taking the following steps, one at a time: Having the pupils plan and execute the decoration and arrangement of their school room; having pupil committees (chosen by the group) take charge of attendance records, get out supplies and books and put them away; distribute and collect playground equipment, and direct the activities on the playground.

She gathered enough courage to initiate some simple activities in connection with the regular school work. A play store came into use when addition and subtraction facts were

In connection with this article see "Advancing Toward the Activity Curriculum" by Franklin Bobbit, *Childhood Education*, January 1935, pages 147-151. Also, "How to Establish an Integrated Activity Program" by Frederick Pistor, *Childhood Education*, April 1935, pages 300-307.

The Office of Education, U. S. Department of the Interior, Washington, D.C., has an excellent bibliography, "Good References on the Activity Program," compiled by Grace S. Wright. This bibliography may be obtained free of charge from the Office of Education.

See also Alice Temple's book review of *Foundations of Curriculum Building* by John K. Norton and Margaret M. Norton in the November, 1936, issue of *Childhood Education*, page 135.

The improvement of the curriculum is one of the major objectives in elementary education today. Establishing an activity program is generally accepted as one of the most effective ways of improving the curriculum. In this article, Mrs. Gumblick describes some of the difficulties involved in establishing such a program and tells how they may be overcome. She speaks from her own experience as supervisor of kindergarten and primary grades in the public schools of Denver, Colorado.

introduced. The articles in the store were brought by the children and priced exactly the same as they were at the neighborhood grocery store. When they started the study of quarts, pints, and gallons, a motley array of containers found its way to an improvised table which became the center of interest between every session. Incidentally, the children learned equivalents by pouring water from one container to another.

This success led her to experiment further by integrating subjects. The children passed a greenhouse on their way to school, and decided to ask permission to visit it. The oral and written English, penmanship and spelling for one day were taken care of through the letter requesting this permission.

From this beginning, the teacher began to organize her work into units and to utilize more and more subjects as these units developed. The readers used by her pupils contained many good animal stories, and the class was launched into a study of pets. For the language lessons the children told about their pets—what kinds of animals they were, their names, what they ate, how they were housed, tricks they did.

Penmanship and spelling periods were devoted to writing labels for the pictures of pets to be used in their pet books. Reading periods were spent on stories about animal pets selected from available and suitable books. Animal songs were learned during the music period, and the pictures for the pet book were drawn, judged and selected during the art period.

Definite practice periods on words needed to help them read better, on making capital B's in order to write Boston terrier, on learning to spell "please" and "o'clock" so that an invitation might be written were always in line.

Through such simple beginnings many teachers who start an activity program with fear and trembling can soon proceed with all the confidence of veterans, with their pupils participating to the best of their abilities.

SECURING COOPERATION OF PARENTS

In order to have a really successful activity program, the support and cooperation of parents and patrons must be secured. Some curriculum departments present revised courses of study to groups of patrons, asking for their suggestions and approval before the courses are adopted. Some schools are using the study classes of the Congress of Parents and Teachers to bring about a better understanding of what the modern school is attempting. Other schools send a letter to each home when a new unit of work is begun. This letter tells what the unit should mean for the child and asks the parents to cooperate in stated ways. If parental cooperation is secured, forms are sent upon which the parents' records may be made.

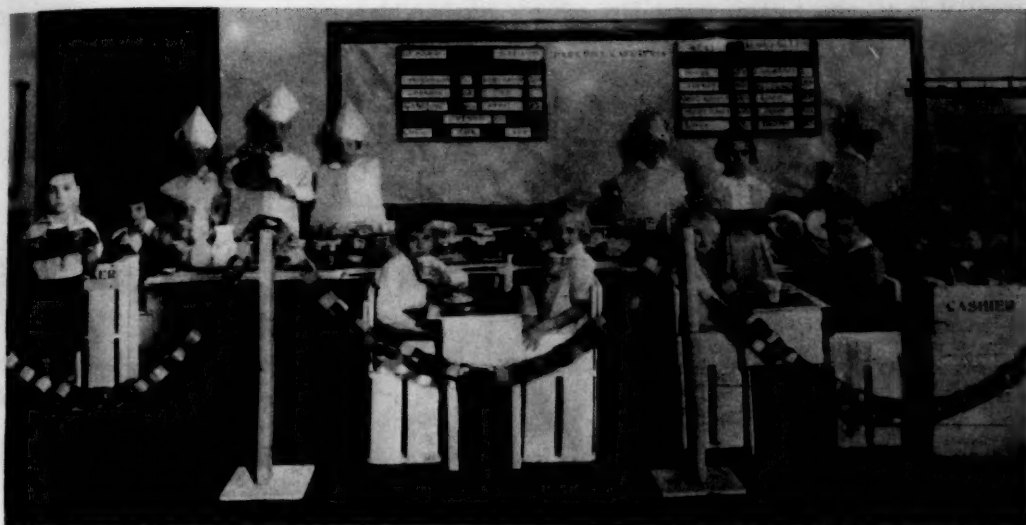
Still other schools make a practice of inviting parents to visit at the conclusion of each unit. During these visits the children may explain what they have learned about the grocer or the postman; about taking care of themselves at home and at school, or how the Indians' food problems differed from theirs.

Others arrange observation periods as soon as possible after a unit is started. At the close of the observation, time for discussion is provided. The teacher explains what it is hoped will be accomplished during the study of the new unit. The parents are told that they will be invited to observe at stated intervals during the progress of the unit, but that they may also visit at any time. On the specially arranged visiting days, opportunities are given for the parents to ask questions, to make suggestions, or to report any effects of the study which they have noticed in the home.

Other teachers have the children keep individual records of what is being done at school. These records are sent home several times during the progress of the unit so that the parents may know what the children are accomplishing.

Others invite parents to come into the classroom for a demonstration of some phase of the study. A postman father comes so that the children may study his uniform and ask him questions about his duties. A Swiss mother brings her spinning wheel and spins while she tells the pupils of times when all cloth was made in the homes. Japanese fathers and mothers with their children are taken to a school in another part of the city to explain interesting Japanese customs and to model real Japanese clothes.

Satisfied parents are the greatest assurance for support of an educational program. Parental satisfaction comes from children's reliving their school experiences happily in their homes. One has nothing to fear from a parent who will bring day after day a valuable Chinese necklace so that her son may show it as his contribution to the exhibit. Nor from the parent who comes to school to tell the kindergarten teacher how delighted she is because her five-year-old daughter has learned that one should wear an apron when engaged in kitchen work, and that her daughter insisted that her mother put an apron on when she peeled the potatoes.



Grade Two at the Park Hill School

Department of Publications, Denver, Colorado

We select good menus

CONVINCING THE SCHOOL STAFF

When a teacher who wishes to start an activity program finds that superintendents or principals with whom she works do not share her enthusiasm or even agree with her point-of-view, she cannot afford to assume a holier-than-thou attitude nor appear to be injured. She must sell her ideas to her co-workers. An excellent approach is through presenting a well worked-out plan for a unit, written up in enough detail to provide a picture of the possibilities. It should start with a purpose based on a general knowledge of child needs and interests or on the specific knowledge of a particular group's needs and interests. For example, in a small town a fine new bridge has been completed. Any or all teachers in the school nearby might well plan a unit based upon what that bridge means to the little town and its neighbors.

In another community the schoolhouse has been broken into and many supplies taken. Teachers in this school should be commended for suggesting units dealing with respect and care of personal and public property. The plans should contain suggestions for introducing the unit to the

pupils; illustrative materials; desirable community contacts through excursions, committee visits, and letters; available reading materials; what arithmetic, spelling, oral and written English would be required; and records to be kept.

Few superintendents or principals could resist permitting a teacher to try a piece of work that had been so carefully thought through. Teachers of special subjects would be glad to cooperate with a fellow teacher who had so definitely in mind where the music or physical education teacher could contribute. Our pet schemes are often met with rebuffs because they are so hazy in our own minds that we cannot make others see their value.

If a superintendent or principal wishes to inaugurate an activity program, he should be able to make his plan clear to his corps. It is uncertainty that racks nerves. Of course no plan will work exactly as it has emerged from a person's mind, but it does provide a point from which changes can be made.

Sometimes activity curricula are adopted on a state-wide or city-wide basis before the teachers or even the administrators know

what it is all about. This engenders rebellious, defiant attitudes, and results in many sleepless nights. This state of affairs could be avoided if the regular teachers' meetings throughout a year were devoted to a study of the philosophy underlying the activity movement and how it is being applied in numerous places. So much has been written that material is easy to secure for such research and discussions.

CARRYING OUT AN ACTIVITY PROGRAM

Platoon and departmentalized organizations complicate carrying out an activity program, but the difficulties are not unsurmountable. A unit of work may originate in any department—music, physical education, home room, or social studies. After a unit has been decided upon, many conferences will have to be held by the teachers responsible for the subjects that are to make a contribution. Often the general plan indicating each teacher's part may be posted in a central place, such as the principal's office or the hallway, so that all the teachers involved may have access to it.

In one platoon school the teacher of social science and art initiated and directed a unit on the community's provision for the recreation of its citizens. The particular center of interest was a fine park close to the school. The culminating activity was to be a moving picture showing the possibilities of this park for recreational purposes, the helpers who worked there, and how the children and adults should cooperate in its upkeep.

The English teacher guided the extensive reading that contributed the information for the discussions in the social science and art classes, and helped to develop the paragraphs used on the reels to describe the pictures. The home room teacher used stories from readers which would aid in the discussions and helped with basic spelling words needed for the paragraphs. The music teacher helped the children compose an original song about the good times they had in the park, and the physical education

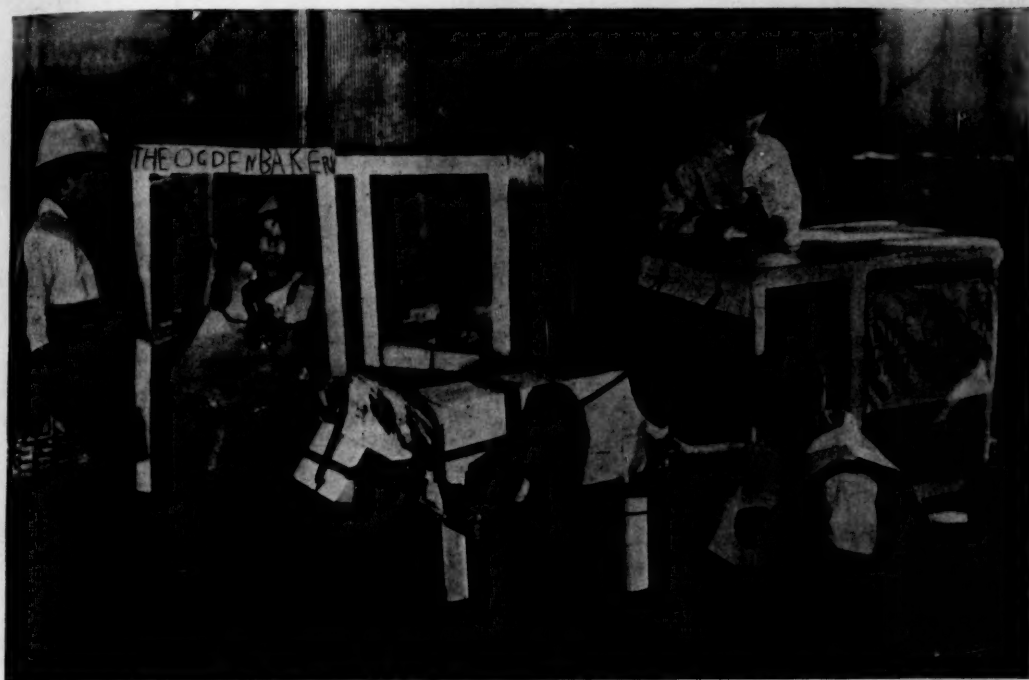
teacher taught several new games. Where several teachers are involved, the problem of carrying out a unit is complicated, but with cooperation it can be done.

Most public schools still use subject-matter courses of study and advise the use of a daily time schedule, allotting so many minutes to reading, spelling, nature study, and so forth. They also provide manuals which suggest methods for teaching the different subjects.

This is not so bad for a number of reasons. Few training schools prepare teachers to engage in "activity" teaching. Ability to do this pretty generally comes through training in service under the inspiration of older teachers and administrative officers. Even where an activity program is in force the subject-matter courses and manuals suggest the best ways of teaching arithmetic, spelling, and reading, and allocate the different phases of subject matter according to child growth and maturity. This material is invaluable for drill periods which are necessary even in an activity school.

Teachers in systems that provide subject-matter courses and daily time schedules may manage somewhat as follows: A beginning first grade is developing a unit to acquaint the children with the schoolroom and building. They are learning how to use the lockers and shelves for the purpose of taking care of materials, such as chalk, wax crayons, scissors, butterboats, paste, and readers. The introduction to this phase of the unit is taken up in the social science period. During the oral language period they practice using such sentences as, "I wish to be on the chalk committee." "The wax crayons go on the top shelf of the second locker." Correct pronunciation, enunciation, and tone quality are encouraged.

During the reading time the children practice reading the simple directions for the committees. When arithmetic time arrives, they practice going to Locker 1 or Locker 2 and finding the lower shelf in the fourth locker. During penmanship period they learn to write the numbers which designate the



EMERSON SCHOOL

Department of Publications, Denver, Colorado

These five-year-olds became interested in the bakery wagon and shop and made one of their own

lockers, and such words as "put," "get," "may," because the directions read, "Stuart, Martha, and Mary may get the wax crayons." "Sam, Josephine, and Bobbie may put the chalk away."

Many schools give a definite part of the day to activity work and a definite part to drill on skills. Sometimes the necessity for the drill on skills grows out of a need in the activity, sometimes not. Such time divisions are flexible enough that teachers may devote more time on certain days for the activities, and on others, more time for drill. As high standards should be demanded in the academic work needed to carry on an activity as would be demanded in a traditional organization, but the need for the academic work should be most apparent.

PROVIDING MATERIALS

Teachers often feel seriously handicapped in their activity work because there are not enough books available which contain suit-

able material on the reading level of the children. Instead of purchasing one or two sets of thirty-five or forty books of one title, some school boards have bought sets of five to ten books with different titles. Sometimes they will provide thirty-five or forty books, all with different titles. In this way books of varying difficulty can be provided and rapid readers will have many books to consult.

Sometimes teachers and children collect appropriate items from current newspapers, magazines, and advertisements. These can be put into a class book and passed on to other groups with similar interests.

Teachers and children may make a record of their experiences during the progress of an activity. These may be typewritten, placed in a class book, and used again. (One of this type on the work of the cobbler served several classes in Denver.)

Teachers may adapt materials from books that are too difficult for the children to read,

(Continued on page 188)

The Kindergarten Centennial— Why and How

MARY C. SHUTE

WE ARE becoming so accustomed in America to centennials, even to tercentennials, that perhaps it would be well to consider their significance and values before our own—the one-hundredth birthday of the kindergarten—is actually upon us. Why do we make so much of what we call “round numbers”? Why is it so much more significant to the child to be five rather than to be four and a half? To the old man to be eighty rather than seventy-nine? To the city or state or institution to be one hundred rather than “somewhere in the nineties”? Perhaps it satisfies an innate sense of completeness; perhaps it is only that custom has established an association of significance with these numbers. Whatever the reason, such anniversaries do make us “stop and think” backward to what has been and forward to what may be—a most salutary experience in this fast-rushing world.

WHY CELEBRATE THE CENTENNIAL

A celebration such as ours should serve this two-fold purpose: First, it should lead us to review these hundred years since Froebel opened his first “Institute for Fostering Little Children” (Blankenburg, 1837), and, second, it should help us and the public in general to face with greater intelligence and devotion the second century of work for the early childhood years. Too often we think of beginnings as outgrown, and therefore only to be ignored, but they are really the seeds or roots which give meaning to all that has come since. It is from such an angle that we should look back this year to the founder of the kindergarten and to the pioneer workers, especially in our own country,—those

The Year 1937 marks the one-hundredth birthday of the founding of the kindergarten in Blankenburg, Germany. In celebration of this important event, “Childhood Education” will publish a series of four articles of which this one prepared by Miss Shute, professor of kindergarten education in the Teachers College of the City of Boston, is the first.

upon whose insight and courage and consecration have depended all the flowering of these later years. To see our work with all its splendid advances as an outgrowth of what they began is to establish a much-needed perspective for those of us who, carried away by the notable research and achievement of this century, sometimes forget our indebtedness to those who went before.

Second, such a celebration gives us an unparalleled opportunity to prove the worth of the kindergarten, to advertise its achievements, and so assure its continuance and growth. This is a phase of our celebration which can hardly be over-emphasized. The fact that many kindergartens were closed because of “the depression” indicates clearly that we need to prove more convincingly to the public that at no period is the expense of good education so richly justified as in these earliest years which are the foundation of all that is to come.

With our two aims clearly before us—our desire to give worthy recognition to the founders of our work, and our desire to establish even more firmly than before the place

¹ Other articles in this series will include: “European Beginnings,” by Caroline Aborn; “The Pioneer Period,” Margaret Cook Holmes, and “The Modern Kindergarten,” Alice Temple.

Edna Dean Baker is chairman of the A.C.E. Committee which is planning a country-wide celebration of this event.

of the kindergarten in the American public school system—let us consider the ways of accomplishing our ends.

Any adequate recognition of our beginnings must be rooted in a renewed and intelligent study of those beginnings. We may well go back to the work of Froebel and the early pioneers, both to discover the foundations on which we have been building, and to find adequate explanation for the devotion to their work which is so challenging a feature of all they did and wrote. Training schools and teachers' clubs might make such a study, with the practical outcome in view of some special presentation—a radio broadcast, a series of tableaux, a simple pageant—which would celebrate fittingly the kindergarten's hundred years of growth and service. This would furnish a particularly good opportunity for recognition of the contribution of some of the local pioneers whose long-ago work is almost unknown to our younger generation, who, however, respond with quickened insight and enthusiasm to a vision of the struggles through which the kindergarten came to its present place in the educational system.

While we may hope to make the general public more intelligent about the beginnings of the kindergarten by such means as radio talks or pageants, it is even more essential that we should help them to understand the kindergarten of today and its contribution to children under school age. In short, one of our main objectives throughout this year should be to "sell our goods" to the public—to parents of young children, to teachers of higher grades, to superintendents of schools, and to the taxpayers and "town-fathers" who all too often economize at our end of the educational ladder!

First of all we may need to clarify our own thinking as to what the kindergarten has to offer, each of us thinking through for herself the principles that underlie her work, and the gains she may justly claim for her "school without books." We believe with all our

hearts in the supreme importance of these foundation years; in the superiority of right habit and attitude formation to the mastering of alphabets and arithmetical tables, too often thought to be the only content of learning; in the power of right environment to foster growth and development; in the importance of adequate physical and emotional nurture before the heavier demands of the grades are made upon the little child; in the necessity of wise training and preparation for all who are to undertake the care and education of our youngest group.

HOW THE CELEBRATION CAN BE MADE EFFECTIVE

Believing all this, how can we get it across to the public? Primarily, no way can be more effective than by doing our own piece of work for every child under our care this year more conscientiously and intelligently than ever before. "A satisfied parent is our best advertiser," and the news that Barbara is eating a square meal without coaxing for the first time in her four years, or that Jack is begging, "Let me do it myself," travels fast in any neighborhood. Other parents become eager to understand the source of these miracles.

But there are many other forms of publicity which may be tried—articles for newspapers, perhaps explaining these very miracles; radio talks on the aims and achievements of the kindergarten; leaflets of arguments and answers to objections for distribution at Parent-Teacher Association meetings, Mothers' Clubs and other such organizations; mass meetings with able speakers, attractive posters in store windows—all these could well be used to disseminate information about our work more widely. We are coming to realize that we have never advertised as we should, and that many parents and educators, recalling only the more formal kindergarten of their own childhood, need to be informed of our newer types of work.

A moving picture of our children at work,

shown in schools, Parent-Teachers' meetings, and, best of all, in our local theaters, would interest and convince people as almost nothing else could possibly do. Philadelphia has recently made such a film (see *Childhood Education*, September, 1936, p. 45) which the Association for Childhood Education has purchased and is offering for wider use, but nothing would arrest attention so successfully as for each city to show its own children to its own public.

Exhibits of the children's creative work shown in store windows or library centers, with appropriate simple explanations of its development and value, would do much to educate people who would never think of attending meetings, but whose interest would be easily roused by the paint, crayon, clay and block work of our children. Exhibits of well-selected toys for children of this age would be another valuable project, especially if the reasons for choosing blocks and dolls rather than mechanical toys and games were clearly presented.

If it could be managed without any strain on the children, a demonstration kindergarten would prove a most convincing argument, for in this, as in most things, seeing is believing, and the sight of a large group of little children working and playing together, joyously, freely, and cooperatively is worth any number of speeches or articles. This might be staged in a library or some civic building, or in some large department store (some of the latter already have fine information centers ready for just such usage), and could be carried on for a week, or on several Saturday mornings, or as best suited local needs.

On October 17, Worcester opened a group of its kindergartens for a Saturday morning

session so that the teachers attending the meeting of the Massachusetts Association for Childhood Education might see practical work going on. Might not a similar plan be carried out in many centers with a special effort to reach as guests the teachers of higher grades and the school officials who on ordinary school days are too occupied to visit and see for themselves, and who often sorely need the illumination such a visit would give? It is worth trying, even though it would entail considerable planning, and would need to be most carefully guarded from any tendency to plan "special" programs or to show off the children in any way.

Best of all, because most normal, would be to invite the public to visit our regular sessions where they would see the children in their usual school environment. Special effort should be made to reach as many people as possible by "At-Home" weeks or by setting aside other periods of time for such visiting. This, however, could not possibly reach as many people as some of the other methods suggested.

Some of these plans call for the cooperation of local Women's Clubs, branches of the American Association of University Women, Rotary and Kiwanis Clubs and other similar organizations which often present educational subjects to their members, but seldom emphasize the kindergarten. Programs for 1936-1937 are probably largely made up, but with the whole of 1937 before us, we certainly ought to find a place on many a program still to be planned for 1937-1938.

We say much of the value of group work and self-selected activities and units of work for our children. Why not for us? Here is our chance; let's try it!



The Christmas poems on the next four pages were selected by Augusta M. Swan, kindergarten teacher, Washington, D.C. The art work was done by Evelyn Eøbert, commercial artist and author of the article, "Consider the Negro," *Childhood Education*, October, 1936. Reprints of the four pages of these poems are available at Headquarters Office, 1201 Sixteenth Street Northwest, Washington, D.C. Price, ten cents.



CHRISTMAS

In Bethlehem is born the Holy Child,
On hay and straw in the winter wild:
Oh! my heart is full of mirth at Jesus' birth.

They sing aloud in heaven, "The Child is born,
Glory to God, and peace on earth forlorn:"
Oh! my heart is full of mirth at Jesus' birth.

Already shines the star, His advent-light,
It shines above the Child by day and night:
Oh! my heart is full of mirth at Jesus' birth.

First Mary greets the Child in worship true,
Wraps Him in swaddling clothes, and loves Him too:
Oh! my heart is full of mirth at Jesus' birth.

Then Joseph lowly bows with reverence due,
And clasps Him in his arms, and loves Him too:
Oh! my heart is full of mirth at Jesus' birth.

The shepherds come upon the Child to gaze,
And worship Him with songs and sounds of praise:
Oh! my heart is full of mirth at Jesus' birth.

The mage-kings follow soon the Child to greet,
Offering gold, and myrrh, and incense sweet:
Oh! my heart is full of mirth at Jesus' birth.

Let us adore the Child this Christmas-tide,
And offer Him our hearts and souls beside:
Oh! my heart is full of mirth at Jesus' birth.

17th Century



Italian

As Joseph was A-walking

As Joseph was a-walking
He heard an angel sing :-
"This night there shall be born
Our Heavenly King.

"He neither shall be rockèd
In silver nor in gold,
But in a wooden cradle
That rocks on the mould.

"He neither shall be born
In housen, nor in hall,
Nor in the place of Paradise,
But in an ox's stall.

"He neither shall be christened
In white wine nor in red,
But with fair spring water
With which we were christened."

"He neither shall be clothèd
In purple nor in pall;
But in the fair white linen,
That usen babies all.

Mary took her Baby,
She dressèd Him so sweet,
She laid Him in a manger,
All there for to sleep.

As she stood over Him
She heard angels sing,
"O bless our dear Saviour,
Our Heavenly King."

Old Breton



The Nightingale

O nightingale awake!
And ev'ry songster sing with thee,
From ev'ry green & swinging tree,
Your joyful music make.
A little Child,
Born in Bethlehem to-day,
O sing to Him your sweetest lay,
Sing to Jesus, O nightingale.

Dear feathered sister, come!
Come tune to song your little bill,
And all the air with music fill,
As you fly to Bethlehem.
O praise Him there!
A hundred thousand times your song
In joyous warbling, sweet & strong!
Sing to Jesus, O nightingale!

Seventeenth Century - German

Blessing

God bless the master of this house, The mistress also,
And all the little children, That round the table go.

And all your kin and folk, That dwell both far and near;
I wish you a Merry Christmas, And a Happy New Year.

Old English



Long Long Ago

Winds through the olive trees
Softly did blow,
Round little Bethlehem
Long, long ago.

Then from the happy sky,
Angels bent low,
Singing their songs of joy,
Long, long ago.

Sheep on the hillside lay
Whiter than snow,
Shepherds were watching them,
Long, long ago.

For in a manger bed,
Cradled we know,
Christ came to Bethlehem,
Long, long ago.

Old English

The Christmas at Greccio:

The beautiful Mother is bending
Low where her Baby lies
Helpless and frail, for her tending;
But she knows the glorious eyes.



The Mother smiles and rejoices
While the Baby laughs in the hay;
She listens to heavenly voices:
"The Child shall be King some day."



O dear little Christ in the manger,
Let me make merry with Thee.
O King, in my hour of danger,
Wilt Thou be strong for me?

Adapted - Thirteenth Century Latin

Joseph Dearest

Lullaby

Mary—
Joseph dearest, Joseph mild,
Help me rock my little child.

Joseph—
Gladly dearest, Mary mine,
I will rock your Kindelein.

Lulla, lulla, lulla-by,
Lulla, lulla, lulla-by.

Fourteenth Century - German



I saw a sight, a seemly sight,
A blissful bird, a blossom bright,
That mourning made
and mirth among:
A maiden mother
meek and mild
In cradle keep a knove child,
That softly slept; she sat & sung,
"Lulla, lulla balow,
My bairn, sleep softly now."

Fifteenth Century - Old English

The Neighbors of Bethlehem

Good neighbor, tell me why that sound,
That noisy tumult rising round,
Awaking all in slumber lying?
Truly disturbing are these cries,
All through the quiet village flying,
O come ye shepherds, wake, arise!

What, neighbor, then do ye not know
God hath appeared on earth below
And now is born in manger lowly!
In humble guise He came this night,
Simple and meek, this Infant Holy,
Yet how divine in beauty bright.

Good neighbor, I must make amend,
Forthwith to bring Him will I send,
And Joseph with the gentle Mother.
When to my home these Three I bring,
Then will it far outshine all other,
A palace fair for greatest King.

Thirteenth Century - French

Lullaby of Mary and the Angels

"Sleep, my little one, sleep my dearest one,"
Sings the Virgin Mother mild;
Sing sweetest songs to the dear Baby Jesus,
Make heavenly sounds to the honey-sweet Child
Close your little eyes, cover your little hands,
Ever sharper the cold wind blows.
Sing on, sweet Mary, to dear Baby Jesus,
Sing beautiful songs to the heavenly Rose.

Sleep my Hope and my tenderest Comfort,
Sweetly sleep, oh Child of my heart!
Blessings on both of you, Mother and Infant,
So gentle, so humble, so holy Thou art!

Seventeenth Century - Dutch



Easy First Grade Reading

JOHN A. HOCKETT

IN A recent survey of the most common difficulties in providing suitable materials for primary reading, 548 first and second grade teachers listed most frequently the difficulty of "finding a sufficient amount of easy reading material."¹ The difficulties ranking third, sixth and eighth are, respectively: "finding materials appropriate for slow learners," "finding factual books easy enough for primary children," and "finding a variety of material with similar vocabulary." When asked to report the common defects of reading textbooks, these same teachers give as three out of the first four deficiencies the following: "contains words used infrequently in other books," "vocabulary too large," and "new words repeated too few times."² Boney found that nearly half of the first grade teachers included in his study³ were forced to revise reading matter that was too difficult for the children.

Investigators as well as teachers are recognizing the importance of an abundance of easy but interesting material for beginners in reading. In suggesting a list of eight standards for the organization of reading materials, Gates states as the first criterion: "The course should provide materials in which the vocabulary burden is light enough to enable the pupils to master the recognition of new words adequately. In the primary grades there should be 30 to 40 running words for each new word introduced."⁴

It is much easier, however, to recognize

Dozens of new readers are published every year and the matter of selecting the best for a particular group of children becomes a problem. Dr. Hockett, lecturer in education, University of California at Berkeley, gives here "some of the general characteristics and trends in vocabularies of primary readers and suggestions concerning the relative vocabulary difficulty of some of the newer books"—a type of analysis and help which is timely.

the need for materials of the proper difficulty and with a suitable selection of vocabulary than to provide them for a specific group of pupils. Having recently analyzed in detail the vocabularies of some 150 pre-primers, primers, first, second and third readers, the writer wishes to present: first, some general characteristics and trends in the vocabularies of primary readers, and second, suggestions concerning the relative vocabulary difficulty of some of the newer books that will enable teachers to use them more effectively with various groups of children.

It must be borne in mind that vocabulary difficulty is only one of the factors to be considered in choosing a book for a particular purpose. Suitability of content and pertinence to the activities and interests of the class also are of first importance. A book should not be selected, in some situations at least, merely because its vocabulary is appropriate. A light vocabulary burden and a high average repetition of words may be achieved at the expense of interest factors. Teachers should assure themselves of the literary merit and the interest appeal of any book which they recommend to their pupils. On the other hand, a book cannot be considered suitable even though the content is desirable in a given program, if its vocabulary burden is too great.

¹ *Better Reading Instruction*. Research Bulletin of the National Education Association. November 1935, 13:286.

² *Ibid.*, p. 313.

³ Boney, C. D. *A Study of Library Reading in the Primary Grades*. Teachers College, Columbia University. Contributions to Education No. 578.

⁴ Gates, A. I. *Interest and Ability in Reading*. New York: The Macmillan Company, 1930. p. 113.

RECENT TRENDS IN PRIMARY READER VOCABULARIES

A very encouraging development is the marked and persistent decrease in the vocabulary load of primary readers in recent years. This simplification seems to have been achieved without sacrifice of interest or literary value. In the writer's judgment, at least, the newer, easier books are more attractive and appealing to children than the older ones. The figures for primers illustrate this trend. The average vocabulary burden of sixteen primers published between 1920 and 1929 is 335 different words. The corresponding figure for seventeen books published 1930-1935 is 271. The average for nine books published in 1935 and 1936 is, however, only 226 different words.

Similar changes have occurred in the vocabularies of first readers. The average load for 1920-1929, based on thirteen books, is 645 words, in contrast to 540 words, for fifteen books of the period 1930-1935. Eight books published in 1935 and 1936 average only 481 different words.

Throughout this report, each different word form is considered a different word except variants formed by adding "s" to form the plural of nouns and the singular of verbs. For example, "dog" and "dogs" or "run" and "runs" are considered the same word. All other variants are counted separately.

PRE-PRIMER VOCABULARIES

Pre-primers represent the efforts of authors to prepare the most simple reading material possible. The writer has recently analyzed and compared the vocabularies of forty pre-primers. He hoped to find several of these books with many words in common, thus revealing a considerable body of material with a minimum of reading difficulty. While this hope was not fully realized, certain facts emerged which may aid in more effective use of the books with beginners. It is interesting to note that there are 736 different words in the forty books, and that

only one word "the" is common to all forty. Every book but one contains "a", and all but two include "and," "I," "is" and "to." Fifty-three percent of all the words appear in only one or two of the books.

The shortest pre-primer studied contains but 187 words of reading matter, in contrast to 1765 words in the longest. The smallest number of different words in any book is 33, and the largest, 131. The average repetition of words in each book varies from 3.3 to 25.8.

The six books presented in List I have vocabularies of fifty different words or less, and an average repetition of ten or more. One might expect a child who possessed a very limited reading vocabulary to read these six books with comparative ease. He will, however, encounter 137 different words in the six books. Of these 137 words, 77, or 56 percent, appear in only one book; and only 36 words, or 26 percent, appear in more than two books.

LIST I

Pre-primers Containing Fifty Different Words or Less and Average Repetition of Ten or More

1. Gates, A. I. and Huber, M. B. *The Little Chart*. The Work-Play Books. New York: The Macmillan Company, 1935
2. Stone, C. R. and Dodie, H. *Tom and Jip*. The Webster Readers. St. Louis: Webster Publishing Company, 1935
3. Martin, Cora M. *Bob and Baby Pony*. Real Life Readers. New York: Charles Scribner's Sons, 1930, 1934
4. Storm, Grace E. *Nip and Tuck*. Guidance in Reading Series. Chicago: Lyons and Carnahan, 1936
5. Stevens, Avis C. *Nippy*. The Webster Readers. St. Louis: Webster Publishing Company, 1936
6. Buckingham, B. R. and Dolch, M. P. *Come With Me*. The Children's Bookshelf. Boston: Ginn and Company, 1936

Fourteen books were found with vocabularies ranging from 51 to 75 different words and with average repetition of ten or more. These are given in List II. If a pupil were to

read the twenty books in Lists I and II, he would encounter a total of 359 different words. One hundred eighty-six of these appear in only one of the twenty books, while 69 words (19 percent) are common to five or more, and only 29 words (8 percent) are common to ten or more. One is forced to conclude that although the vocabulary of any one of these pre-primers is strictly limited, there is very little overlapping of vocabulary among the various books.

LIST II

Pre-primers with Vocabularies of 51-75
Different Words and Average Repetition
of Ten or More

7. *Tom and Ann*. The Laidlaw Readers. New York: Laidlaw Brothers, 1934
8. Cordts, Anna D. *Pre-primer*. The New Path to Reading. Boston: Ginn and Company, 1935
9. Gareissen, Mariana C. *Easy Steps to Playtime*. New York: Newson and Company, 1931
10. Leavell, U. W., Breckinridge, E. G., Browning, M. and Follis, H. *Friends at Play*. The Friendly Hour. New York: American Book Company, 1935
11. Dopp, K. E., Pitts, M. and Garrison, S. C. *Little Friends*. Happy Road to Reading. New York: Rand McNally and Company, 1934
12. *Jack and Nell*. Story and Study Readers. Richmond, Virginia: Johnson Publishing Company, 1931
13. Baker, C. B., Reed, M. M. and Baker, E. D. *Playmates*. The Curriculum Readers. Indianapolis: The Bobbs-Merrill Company, 1934
14. Suzzallo, H., Freeland, G. E., McLaughlin, K. L., Skinner, A. M. *First Steps*. Fact and Story Readers. New York: American Book Company, 1933
15. Buckingham, B. R. and Dolch, M. P. *Let's Play*. The Children's Bookshelf. Boston: Ginn and Company, 1934
16. Elson, W. H. and Gray, W. S. *Dick and Jane*. Elson Basic Readers. Chicago: Scott, Foresman and Company, 1930
17. O'Donnell, M. and Carey, A. *Rides and Slides*. The Alice and Jerry Books. Evanston, Illinois: Row, Peterson and Company, 1936
18. Smith, Nila Banton. *Tom's Trip*. The Unit-

Activity Reading Series. Newark, N.J.: Silver, Burdett and Company, 1935

19. Smedley, E. A., and Olsen, M. C. *Little Stories to Read*. The Smedley and Olsen Series. Chicago: Hall and McCreary Company, 1932
20. Coleman, Bessie B. *My First Book*. The Pathway to Reading. Newark, N.J.: Silver, Burdett and Company, 1928

In consequence, the reading of one contributes very little growth in vocabulary that can be utilized in the reading of succeeding books. The situation is quite different, however, in those instances in which two or more pre-primers have been developed in the same series by the same authors. *Dick and Jane* (16) contains 68 different words. *More Dick and Jane Stories*⁵ repeats all of these words and adds 12 new ones. Together they provide an average repetition of 28. *Come with Me* (6), and *Let's Play* (15) have a combined vocabulary of 75 different words, and provide an average repetition of 33. *Rides and Slides* (17) and *Here and There*⁶ have a combined vocabulary of 85 different words, and together repeat each word on the average 25 times. *Tom and Jip* (2) and *Nippy* (5) have only 14 words in common, but since their combined vocabulary is but 72 different words, they provide together an average repetition of 28. *Frolic and Do-Funny*⁷ and *Playing with Pets*⁸ include 101 different words and repeat each word an average of 22 times.

PRIMER VOCABULARIES

Out of 38 primers studied, nine were found with vocabularies of less than 225 different words. These are given in List III. The first three have less than 200 different words each. All of the books in List III pro-

⁵ Elson-Gray. *More Dick and Jane Stories*. Chicago, Scott, Foresman and Company, 1934.

⁶ O'Donnell, Mabel and Carey, Alice. *Here and There*. The Alice and Jerry Books. Evanston, Ill., Row, Peterson and Company, 1936.

⁷ Pennell, Mary E. and Cusack, Alice M. *Frolic and Do-Funny*. The Children's Own Readers. Boston: Ginn and Company, 1932.

⁸ Pennell, Mary E. and Cusack, Alice M. *Playing With Pets*. The Children's Own Readers. Boston: Ginn and Company, 1932.

vide an average repetition of more than 20, with the exception of *Peter's Family* (22), which repeats each word an average of 17 times. If *Peter's Family*, however, is read in conjunction with *Dick and Jane*, *More Dick and Jane Stories*, and *Elson Basic Primer*, the four books provide more than 10,600 words of reading matter, with 257 different words, yielding an average repetition of more than 40. The Friendly Hour primer and pre-primer together provide nearly 9000 words of material with only 204 different words, and likewise yield an average repetition well over 40. The Children's Bookshelf primer and two pre-primers combined contain 297 different words in a total of nearly 11,800 words, giving an average repetition of 40. The Alice and Jerry primer and two pre-primers present 222 different words in a total of 8000, yielding 35 running words to each new word. The primer and pre-primer of The Curriculum Readers include 188 different words in approximately 5700 words of material, with average repetition of 30. The Bobbs-Merrill primer and pre-primer total 7200 words and 231 different words, with average repetition slightly over 30.

List III

Primers with Vocabularies of Less Than 225 Different Words and Average Repetition of 17 or More

21. Baker, C. B., Reed, M. M. and Baker, E. D. *Friends for Every Day*. The Curriculum Readers. Indianapolis: The Bobbs-Merrill Company, 1934
22. Hanna, P. R., Anderson, G., and Gray, W. S. *Peter's Family*. Social Studies Primer. Chicago: Scott, Foresman and Company, 1935
23. Baker, Clara B. and Baker, Edna D. *Primer*. Bobbs-Merrill Readers. Indianapolis: The Bobbs-Merrill Company, 1923
24. Leavell, U. W., Breckinridge, E. G., Browning, M. and Follis, H. *Ben and Alice*. The Friendly Hour. New York: American Book Company, 1936
25. Dopp, K. E., Pitts, M. and Garrison, S. C. *Little Friends at School*. Happy Road to Reading. New York: Rand McNally and Company, 1935
26. Elson, W. H., Runkel, L. E. and Gray, W. S. *Primer*. Elson Basic Readers. Chicago: Scott, Foresman and Company, 1930
27. Stone, C. R., Stone, A. L. and Vandergaw, I. *Tom, Jip, and Jane*. The Webster Readers. St. Louis: Webster Publishing Company, 1933
28. O'Donnell, Mabel and Carey, Alice. *Day In and Day Out*. The Alice and Jerry Books. Evanston, Illinois: Row, Peterson and Company, 1936
29. Storm, Grace E. *Bob and Judy*. Guidance in Reading Series. Chicago: Lyons and Carnahan, 1936

VOCABULARIES OF FIRST READERS

In the analysis of 32 first readers, ten were discovered with vocabularies of less than 500 different words and with a relatively high average repetition of words. The titles are given in List IV. All of these books yield an average repetition of 17 or more, except *At Home* (32), for which the value is 13. The first two books in the list have vocabularies of less than 400 different words, *David's Friends at School* (30) containing approximately 325 different words and *Friends in Town and Country* (31), approximately 375. *At Home* (32) contains almost exactly 400 different words. The vocabularies of the other seven books all fall between 470 and 490 different words.

LIST IV

First Readers Containing Less than 500 Different Words, with Average Repetition of 13 or More

30. Hanna, P. R., Anderson, G. and Gray, W. S. *David's Friends at School*. Social Studies Reader. Chicago: Scott, Foresman and Company, 1936
31. Baker, C. B., Reed, M. M. and Baker, E. D. *Friends in Town and Country*. The Curriculum Readers. Indianapolis: The Bobbs-Merrill Company, 1934
32. Martin, Cora M. *At Home*. Real Life Readers. New York: Charles Scribner's Sons, 1930
33. Storm, Grace E. *Good Times Together*. Guidance in Reading Series. Chicago: Lyons and Carnahan, 1936
34. Baker, Clara B. and Baker, Edna D. *First*

- Reader. Bobbs-Merrill Readers. Indianapolis: The Bobbs-Merrill Company, 1924
35. O'Donnell, Mabel and Carey, Alice. *Round About*. The Alice and Jerry Books. Evanston, Illinois: Row, Peterson and Company, 1936
 36. Dopp, K. E., Pitts, M. and Garrison, S. C. *Busy Days with Little Friends*. Happy Road to Reading. New York: Rand McNally Company, 1935
 37. Hahn, Julia Letheld. *Everyday Friends*. The Child Development Readers. Boston: Houghton Mifflin Company, 1935
 38. Elson, W. H. and Gray, W. S. *Book One*. Elson Basic Readers. Chicago: Scott, Foresman and Company, 1930
 39. Smith, Nila Banton. *In City and Country*. The Unit-Activity Reading Series. Newark, N.J.: Silver, Burdett and Company, 1935

It may be useful to consider the total amount of reading matter provided by these series for the first grade, and the ratio of the number of running words to the number of different words. Beginning with The Curriculum Readers, we find that the pre-primer, primer and first reader together provide nearly 15,000 words and an average repetition of more than 35. The three first grade books of the Real Life Readers contain about 10,000 words and provide 22 running words for each different word. The corresponding figures for the Guidance in Reading series are respectively 14,000 and 27. For the Bobbs-Merrill Readers the values are 14,000 and 33. The corresponding data for the Alice and Jerry books, including two pre-primers, are

18,400 and 37. The Happy Road to Reading books give 14,000 words with average repetition of 28. Analysis of the Child Development Readers yields 14,000 and 26. For the Elson Basic Readers, including two pre-primers, we find the figures to be 18,400 and 37. If to these four Elson Basic books, we add the Social Studies primer and first reader (22 and 30), we have 28,000 words of material with average repetition of 46. The Unit-Activity books contain 15,000 words and provide 30 running words to each new word introduced.

It is, indeed, encouraging to find that several of the recent series achieve or approximate in their first grade books the standard suggested by Gates of 30 to 40 running words for each new word introduced. There can be little doubt that the provision of an abundant supply of reading materials with a minimum of vocabulary difficulties will result in more effective mastery of the reading process by beginners. Some series include particularly helpful workbooks designed with great care to facilitate the pupil's growth in vocabulary mastery.

In conclusion, it should again be emphasized that vocabulary difficulty is only one of several important factors to be considered in using any book or series of books. Even in the building of vocabulary, the author's skillful use of new words in especially interesting or challenging contexts may be more important than mere repetition of the words.



MANY children are plunged into formal reading before they have developed vocabularies to express their own ideas clearly, to say nothing of their lack of ability to understand the content to be read. They are expected to read complete sentences with "expression" before they are "expressing" their own ideas. They are supposed to follow consecutive lines of thought through the simple primer stories while they are still in the single-idea stage of their own composition experience. Not until they have developed some ability in oral expression can they be expected to comprehend or reproduce through reading the ideas of others.—From "Implications of Language in Beginning Reading," by Olga Adams. *Childhood Education*, January, 1936, p. 158.

Across the Editors' Desk

A Business Man Calls Our Attention to the Importance of "Legislative Literacy."

MR. KEESECKER'S editorial, "Legislative Literacy for Teachers," in the June issue of *Childhood Education*, emphasizes that knowledge of the laws covering education increases the teacher's ability to further educational opportunities for children, and enables her to avoid legal controversies.

He also refers to "legal provisions for the support of schools," which, I presume, means appropriations. On this point I believe many teachers need education. How many of us know the actual source of the funds required for our schools, and the details of procedure in appropriating these funds? How many of us are familiar with the terrific pressure to which legislative or appropriating bodies are subjected by organized minorities—often at the expense of the schools?

The lesson of the past six years is wasted if we do not become literate on legislative matters. Before we can decide what to do to better conditions, we must know more about where funds come from and how they are appropriated. I believe this is a subject worthy of close study by local Branches.—PETER BECKER, JR.



Mr. Keesecker Replies to Mr. Becker

IT WOULD be fortunate indeed if teachers and students of education were more conscious of the significant manner in which the law affects the support of public-school facilities. Public schools are creatures of the law, and a teacher who is informed on the law which governs support of the schools may exercise an important part in the improvement of education. A teacher's knowledge of the law which governs the support of schools should, in my opinion, include principal factual information concerning (a) legislative appropriations for education, (b) State and local taxes which yield revenue for schools, (c) the character or type of wealth levied upon for school purposes, (d) what portion of the total

Particularly apropos at this time are the two letters of Mr. Becker and Mr. Keesecker on "legislative literacy for teachers." Are you familiar with the provisions of the Harrison-Fletcher Bill, sponsored by the Executive Committee of the Legislative Commission of the N.E.A.? This is probably one of the most important bills affecting public education ever introduced in Congress. Howard A. Dawson, Director of Rural Service of the N.E.A., is the Washington representative of the Legislative Commission.

State or public revenue is devoted to schools, (e) how school funds are distributed, and (f) what systems are employed to avoid waste and to promote efficiency in the administration and use of school funds.

Education should be a progressive enterprise and a teacher who would be progressive should know what, if any, constitutional or legislative provisions need to be altered in order to provide more efficient school facilities. It is, of course, not enough that teachers know what the law is; it is important that they learn to appreciate its effect upon education, and to recognize the law as an aid or obstacle, as the case may be, to the realization of modern educational ideals. It is desirable that those who undertake to improve legislative policies for the support of public schools be familiar with the modern legal concept of education as a State function and the application of this principle to school taxation. In this connection a teacher may find it quite helpful to know certain basic principles established by the court concerning the relationship of the State to school levies and distribution of school funds.

To illustrate what I have in mind I am stating below a few important legal principles with respect to school support which have been generally established by the courts:

Local or district school taxes are not in a basic sense municipal taxes but rather State taxes; they are taxes paid for the purpose of providing funds for the execution of a State function.

A State legislature may compel a school dis-

trict to levy and collect a tax for school purposes without the approval of those in the district who are to be taxed.

The principle of uniformity of taxation is not violated when a State levies a State-wide school tax and distributes it in such a way as to maintain a uniform school system.

Education being primarily a State matter, taxes raised in one district may be used to support schools in another district.

In concluding, I may say that under the American Commonwealths the right of youth to obtain an education is a favorite principle of the law; and it has been held that the right to an education may not be deprived "by the con-

tumacy of electors or officers of a school district," and that school authorities may be compelled by mandamus to perform their duty toward providing school facilities.

Judicial opinion in behalf of general support of public schools has been summarized by the Supreme Court of Maine (83 Atl. 673) in the following noteworthy manner:

"In a Republic like ours each must contribute for the common good, and the benefits are received not directly in dollars and cents, but indirectly in a wider diffusion of knowledge, . . . higher social order, and deeper civic righteousness."

—WARD W. KEESECKER



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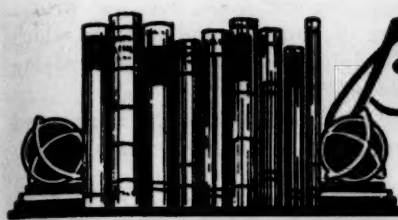
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Book... REVIEWS

Editor, ALICE TEMPLE

LANGUAGE DEVELOPMENT IN ELEMENTARY GRADES. By Frances Jenkins. New York City: Thomas Nelson and Sons, 1936. Pp. 256. \$2.00.

Miss Jenkins emphasizes four important tendencies which characterize modern language teaching in contrast to the traditional language program. These tendencies are:

The integration of language with vital experience. Experiences which are vital to the pupil must be seized upon as the starting point of the new language program.

The placing of major emphasis upon oral work has been emphasized before, but only recently have schools accepted the responsibility involved.

The teaching of skills in relation to need will bring better control over these skills.

The dependence upon research to point the way toward better methods. More studies are needed upon the integration of language with vital experiences.

Miss Jenkins has given four chapters to certain growth periods in language development and their characteristics. Teachers should find this section of the book most usable. Functional centers of experience indicating the different types of language organization one uses every day are discussed in a most sensible way.

Part Two of the book is given to practical illustrations and a most excellent bibliography.

School people will find Miss Jenkins' book a classroom Bible which will illuminate the newer program of language teaching.

—ELEANOR M. JOHNSON

TEACHERS GUIDE TO CHILD DEVELOPMENT IN THE INTERMEDIATE GRADES. Prepared under the direction of the California State Curriculum Commission, Sacramento: California State Department of Education, 1936. Pp. xxviii + 631.

In 1930 the California State Department of

Education published *Teachers Guide to Child Development: Manual for Kindergarten and Primary Teachers*. The usefulness of this earlier book seems to have warranted the preparation of a similar one for the upper elementary school.

While the first book was devoted primarily to an explanation of the *activity program* with detailed accounts and examples of its working processes, the discussion in this volume is in terms of *progressive education* and its outstanding characteristics.

After some general introductory chapters, the material in the body of the book is organized under school-subject headings. Two excellent chapters, "Social Studies" and "Science," contributed by John A. Hockett, begin the series. These he regards as central subjects in the organization of the curriculum. "In growing from infancy to maturity, an individual spends a large share of his time and energy learning about and adjusting to the world of nature and of people. There is, in fact, nothing else that he can learn about or make adjustment to. Social studies and elementary science, broadly conceived, comprise the whole field of significant content of the school curriculum." (p. 66)

These chapters are followed by detailed descriptions of six social studies and science units as they have been developed in the schools. Other chapters deal with reading, arithmetic, music, oral and written expression and art, each by a different author. Miss Ethel I. Salisbury, chairman of the sub-committee in charge of the preparation of the volume, contributes a final chapter entitled, "Creative Play as an Integrating Activity."

California has no State course of study. Instead, its State department finds it wiser to offer material of the kind presented in these books for the benefit of local course-of-study makers and of teachers throughout the state.

Doubtless this second publication will be as widely used throughout the country as was the earlier one.

—A. T.

STEP BY STEP IN THE NURSERY SCHOOL. By Jennie N. Haxton and Edith Wilcox. Garden City, New York: Doubleday, Doran and Company, 1936. Pp. xiv + 224. \$1.50.

Here is a little book which takes up, in each of its chapters, some one undesirable type of behavior common to children of nursery school age and describes in detail how it was dealt with in each particular case.

The authors, Miss Haxton, supervisor of the New York Kindergarten Association, and Miss Wilcox, principal of the nursery school, have pictured so clearly the day-by-day manifestations of the behavior difficulty, the teacher's procedure in handling it at each step and the results gradually achieved, that it seems to the reader as if he were actually present observing it all.

Such common problems as the domination of an older child in the family by a younger one, persistent feelings of fear and insecurity, eating difficulties, slapping, the age-old problem of temper tantrums and many others are dealt with. The treatment of each problem is complete in itself. Reasons for the procedure are given at each step and a general summarizing discussion concludes the chapter.

Experienced teachers may not always agree that the methods used are the best, but in the cases cited, they have met with success. Obviously such a book as this will be especially useful to the less experienced workers in the field. Detailed, clear, and straightforward accounts of successful practice in any kind of teaching are usually welcomed by the young teacher.

—A. T.

NOTES ON PUBLICATIONS RECEIVED
A MANUAL OF CHILD PSYCHOLOGY. By George D. Stoddard and Beth L. Wellman. New York: The Macmillan Company, 1936. Pp. v + 117.

"This manual is designed to accompany the authors' *Child Psychology*. It is prepared especially to meet the demands of students and their instructors. It provides a rather free discussion of some of the more difficult problems and areas

developed in the text book, together with a large number of questions and exercises which should be helpful in receiving and clarifying the main issues." (p. iii)

The authors' *Child Psychology* was reviewed in the March, 1935, issue of this magazine.

EDUCATIONAL, PSYCHOLOGICAL AND PERSONALITY TESTS OF 1933, 1934 AND 1935. By Oscar K. Buros. New Brunswick, New Jersey: School of Education, Rutgers University, 1936. Pp. 83. \$.50.

Because of the difficulty in locating recent test material "the School of Education of Rutgers University initiated a new series of test bibliographies to be published annually." (p. 5) The first issue included tests for 1933 and 1934. As this issue is out of print, this last pamphlet includes the 1933 and 1934 material with that of 1935. The next issue will include the published tests of 1936 only.

TURNING NIGHT INTO DAY. By M. Ilin. Translated by Beatrice Kinkead. Illustrated by N. Lapshin. Philadelphia: J. B. Lippincott Company, 1936. Pp. 119. \$1.00.

A thrilling story of lighting which takes the reader back to the time when a bonfire in the middle of the room furnished the only light, carries him forward through the use of torches to the first lamp, and on through the centuries to our present day electric lighting. Finally, there is an account of the studies being made to perfect a lamp that will give light without heat. The original Russian illustrations are extremely effective. Intermediate grade children will enjoy this book.

SOCIAL STUDIES: INTERMEDIATE GRADES. By Herbert B. Bruner and C. Mabel Smith. New York: Charles E. Merrill Company, 1936. Pp. viii + 440. \$.96.

This is Book One of a three-book series, in which the authors' purpose is "to help the pupils to open up for themselves eleven significant aspects of living." (p. 8) Four of these aspects are presented in Book One: "The Story of Agriculture," "The Story of Fire," "The Story of the Sea," and "The Story of Writing."

The material is clearly and often vividly pre-

sented and well illustrated. Related activities, experiments, and readings are suggested.

THE CABIN IN THE WOODS. By Mary E. Pennell. Boston: Ginn and Company, 1936. Pp. 266. \$.72.

This is one in the Companion Series of *The Children's Own Readers*. The material centers about the exciting experiences with animals of two children in their country home, related largely by themselves in conversations with their father and mother. The parents occasionally tell stories or recite poems for the children as these are suggested by the experiences. Thus the book contains selections from the writings of Thornton W. Burgess, Vachel Lindsay, Elizabeth Madox Roberts, and others. A book to be added to the library or book table in second or third grade.

BOOKS FOR CHILDREN

Reviewed by May Hill Arbuthnot

BEACHCOMBER BOBBIE. By Florence Bourgeois. Garden City, New York: Doubleday, Doran and Company, 1935. Unpaged. \$.50.

Parents and nursery schools whose children know the seashore will be charmed by *Beachcomber Bobbie*. Bobbie found everything there is to find on the beach, except a sea-horse and a whale. Finally, his adventures include both of these and he returns to the city well content. A charming text with colored pictures of unusual simplicity and style.

THE THREE GOLDEN ORANGES. By Ralph Steele Boggs and Mary Gould Davis. Illustrated by Emma Brock. New York: Longmans, Green and Company, 1936. Pp. 137. \$2.00.

There seems to be no end to the new collections of little known folk tales from different racial groups. Here is an unusually varied selection from Spain. The stories appeal to a wide age range and will be welcomed by teachers and librarians as well as by the children themselves.

There is a gruesome and amusing ghost story, a charming romance of the three lovely princesses in the three golden oranges, a real glimpse of Spanish fairies, an hilarious droll

story concerning a donkey, a witty Devil story and many others. This is an unusually colorful and varied collection of stories and Miss Brock's pen and ink illustrations are perfectly in character with the tales.

JADE BRINGS LUCK. By Marion Gilbert. Illustrated by Clara Hart Van Lennep. New York: Longmans, Green and Company, 1936. Pp. 217. \$1.50.

There has been little material for children on the Lake Dwellers in spite of the fact that they are a group of people whose manner of living is curiously interesting. Their homes, weaving, pottery-making, tools, implements, farming are all comprehensible and significant to children.

In this fascinating story, *Jade Brings Luck*, the author gives an astonishing number of facts in the process of telling a tale that is thrilling from the first page to the last. The people are individualized, their struggles with famine, fire, wild animals, and savages are vividly told and seem altogether convincing. It is a gripping tale.

Children will relish the swift action of the narrative. Teachers will appreciate the careful details of this excellent addition to the study of primitive man.

GREAT SWEEPING DAY. By Esther Wood. Illustrated by the author. New York: Longmans, Green and Company, 1936. Pp. 158. \$1.75.

Apparently, the masculine aversion to housecleaning extends even to Japan where Taro Chan runs away from home to avoid the awful upheaval of "Great Sweeping Day." A more engaging young scamp has not crossed the pages of third and fourth grade reading material, and second grade children will welcome Taro Chan if the story of his scrapes is read to them.

In running away from work at home, Taro carries a heavy drum for hours, only to be dismissed weary and unpaid. Later he becomes involved in feeding silk worms because the owner tells him he is a very bright boy. Worn out with the insatiable appetites of the worms, he finally escapes, wondering uneasily if he is really as bright as the woman led him to believe. He falls asleep in a fish basket and is carried home by a farmer. His innumerable adventures are all entertaining.



Editor, WINIFRED E. BAIN

Among... THE MAGAZINES

These magazine reviews were contributed by students from New College, Columbia University, under the direction of Winifred E. Bain. The reviews for the January issue will be contributed by students of Bessie Lee Gambrill, Yale University.

EDUCATION OF TEACHERS IN NEW COLLEGE. *By the faculty. Teachers College Record, October, 1936.*

New College, an integral part of Teachers College, Columbia University, was founded in September 1932, with two purposes in mind: (1) to provide observation and student teaching facilities for graduate students of Teachers College; (2) to provide facilities for preparing superior elementary and secondary teachers.

The *Record* presents a picture of the first four years of the school, an appraisal of the program through the discussion of (1) its curriculum and organization; (2) directed teaching; (3) admission and promotion; and (4) a brief summary of the tasks of the immediate future.

The history, four years brief, tells a thrilling story of a school founded on a philosophy of education which demands a curriculum based upon persistent problems—that is, problems which have existed throughout the history of mankind—seminars for the analysis and discussion of the problems, service courses to provide the necessary knowledge and skills to cope with them, and specialization with a broad base of general culture, including foreign study, community living and contact with industry.

The road has been a difficult one in many respects for this curriculum demanded the initiation of many new features at one time. Each of these new experiences presented its own problems. For example, life at the College Community in North Carolina the first summer included problems of food, shelter, and an inadequate water supply which had to be faced

and met by planning and hard work. The period of foreign study meant convincing parents of the value of the experience in comparison with the necessary outlay of money. Fears of war had to be dispelled and individual as well as group plans had to be made.

Another, one of the most interesting and difficult of the problems, was the organization of seminars for all students from the time of entrance to graduation. The newness of the idea to both faculty and students, lack of experience in the necessary techniques, and lack of well-developed materials were tremendous hurdles. Coordination of seminar work and service courses involved hours of vigorous thinking on the part of the committee appointed for this purpose. In fact, so many new ideas were introduced at once that the attempt seemed almost foolhardy.

Time has proved, however, that this progress on "all fronts at once" because of the close relation of each feature to every other one, was the only path to choose. For "it was not the purpose of New College to demonstrate a reform in one or another aspect of teacher education but to attempt to put into effect a different total pattern, every part of which was essential to the unity and dynamic force of the whole." It is worthy of note that after four years, although some things have been added which were not included in the original plan, and other features have been refined or worked out in more detail, the general pattern remains the same.

This is partly accounted for as the appraisal compares the various features of the entire plan with the principles of teacher education as set forth in the *Yearbook for 1935* of the National Society of College Teachers of Education. The appraisal attempts to show how New College has tried to apply these principles, the problems which have arisen in the application, and the extent of the achievement thus far.

The report is an exceedingly honest one.

Failures and difficulties in selection of suitable students and faculty, in interpreting purposes to parents and students, in student teaching, in building an adequate record system are all discussed with absolute frankness.

The faculty feels that in the light of the appraisal the course upon which the college has been launched should be continued. The problem, as they see it, is one of "deepening and strengthening rather than of changing the program." The growth should be directed along the lines of: "(1) sharpening the admission techniques, particularly with reference to personal qualifications; (2) evaluating student achievement more definitely with reference to standards; (3) improving instruction; and (4) expanding student teaching facilities in the communities already under way, and beginning other communities."—ALMIRA B. DAVIS.

OPERA FOR CHILDREN. *By George Antheil.*
Parent's Magazine, October, 1936.

The American composer, George Antheil, feels that our American people are comparatively unmusical because of the dull music, and duller methods of teaching music, in the majority of our public schools. Americans have many natural advantages, including an excellent sense of rhythm and a fine heritage of folk songs. Unfortunately, music teaching in many schools has produced hatred rather than love for good music.

One of the important reasons for this situation lies in the fact that children have not had enough chance to participate creatively. Exposing children to good music is not enough. "Children need to create music in order to love it. Only by permitting children to live within the drama of music, to create its roles, to fabricate its emotions and its lifeblood, will they ever come to understand and, through understanding, to love music and make it a part of their deepest life."

If children are to understand and love music, they must not be plunged into great music that is beyond their comprehension. They must be introduced gradually and artfully into this field.

The best introduction, according to Mr. Antheil, is through children's opera which will have all the essential characteristics of great opera and yet be created according to the nature and

tastes of children. "It will be so melodic and so easy to sing that any child will be able to learn his part within the space of one or two classroom periods, and it will embrace duets, trios, arias and choruses; moreover, it will expound some dramatic and moving children's tale that will touch naturally the hearts of all children."

This type of production employs the various talents of each member of the group. Costuming, designing and making scenery, and playing orchestral accompaniment will afford further opportunities. Always, the spontaneous enthusiasm of the children should be the driving force. To insure a keen interest, the operas will be composed especially for children and not adapted from great adult productions.

Mr. Antheil has chosen to introduce children to operatic music before symphonic compositions because history has shown that the majority of people respond more readily to opera. It is more popular because of the dramatic, spectacular character that appeals to the eye, as well as to the ear. Therefore, it is considered natural that children, too, should respond first to the operatic type of music.

If children understand and use music as a medium for emotional expression, they are assured of a valuable asset. Expression through music, and a deep love of that language, may act as a protection against misfortunes that break one's spirit, because it is something that cannot be torn away, once it is deeply instilled.

Kurt Weill and Paul Hindemith, two German composers, conceived the idea of composing "school operas." They started work seven years ago and their first operas have been received and produced with great enthusiasm by the German school children.

The field is a new one and offers innumerable possibilities for the future. Certainly, children's opera is an important suggestion for the improvement of musical activities in our schools.—LOUISE M. BROWN.

HOW GOOD A PARENT ARE YOU? *By Judith Chase.* *The Delineator, October, 1936.*

What is your rating as a parent or a teacher in the eyes of your children? If you can answer the questions in: "How Good A Parent Are You?" you will find out.

By observation, subtle probing, and direct questions to boys and girls, Judith Chase has assembled a list of what children consider the worst adult actions and attitudes which strain youthful patience to the breaking point.

Many of the children's complaints cited in this article are amply justified, while others concern measures of discipline practiced by parents for the good of their offspring, and which are approved by child training experts. None the less, "in the eyes of Junior and Mary the complaints loom on the debit side and therefore have been included."

This questionnaire is written entirely from a child's point of view. If you pass brilliantly, you are a good parent or teacher, according to youthful standards. The scoring follows the marking of school examinations. There are seventy-six questions grouped under such headings as: "In the Morning," "At Meals," "In Front of Company," "About the House," "When You Take Him Out," and "Just Between You Two." Why not test yourself and see what children like about you?—MARTHA COMSTOCK.

INTEGRATION OF THE SOCIAL SCIENCES AND THE QUEST FOR CERTAINTY. By Harry D. Gideonse. *The Social Studies*, October, 1936.

Academic disorder in our country has heightened the need for a coherent system of education in the social sciences. Mr. Gideonse in his article says: "If we are to succeed in avoiding an imposed social cohesion, the substitution of an integrative striving for coherence will demand a new approach to values."

The goals of the social sciences must be clarified, and a fitting philosophical and ethical framework must be found. In order to achieve coherence, departmental barriers in the social sciences must be broken down. New knowledge, tested for its validity in the light of social change, must be evolved. An attempt is being made at the University of Chicago to achieve a progressive reorganization of the social sciences in a two-year course. The first-year course is concerned with historical material; the second-year, preparation for intelligent citizenship.—MARJORIE GROSSMAN.

Following Through on an Activity Program

(Continued from page 167)

and have them mimeographed. Again, stories are composed based on pictures that fit into the activity. The pictures often come from advertisements for industrial products. Many good stories about painters, bricklayers, and plumbers, and about the many ways that children may profitably spend their play time have been provided in this way.

Publishers' samples sent to principals and superintendents may be used as a traveling library which will serve two purposes: Provide additional reading materials, and give teachers an opportunity to become acquainted with new books.

Small rooms and screwed-down desks are often impediments to an activity. However, some of the best units have been developed in unusually small rooms with screwed-down desks. Teachers and children decide upon a

culminating activity that is adaptable to the available space. Perhaps it is a panel above the blackboard. Perhaps it is a moving-picture show made with a heavy cardboard carton for the frame which rests on a chair in the corner when it isn't being worked on. Perhaps it will be a class book that will hang from the blackboard molding when not in use.

Sometimes more floor space can be secured by moving desks closer together and narrowing the aisles. Committees sometimes work in the halls or sit on top of the desks in little groups.

Activity curricula are made up of content that is vital to children and that emphasizes child participation in every phase of development. Whole-hearted participation means happy, full living for all children.

Editor, JOHN A. HOCKETT

Research... ABSTRACTS

READING READINESS: A STUDY OF FACTORS DETERMINING SUCCESS AND FAILURE IN BEGINNING READING.
By Arthur I. Gates and Guy L. Bond. Teachers College Record, May, 1936, 37: 679-685.

These investigators attempt to discover significant factors leading to success in beginning reading rather than to compare the progress of more mature and less mature children in the initial stages of reading. More than 100 tests and ratings were secured for all of the children in four large classes upon their entrance to the first grade. The group was average in ability, with median CA and MA of six years, two months. The range in MA was from slightly under five years to almost eight years. These four classes in public schools in New York City were taught by the regular teachers who used a textbook and several types of supplementary material. There was probably less than average attention to individual differences.

The authors did not find a critical mental age above which most pupils succeed and below which a large proportion fail. Two reading readiness tests which involved the use of pencil and paper showed fairly good correlation with achievement in reading, predicting somewhat more accurately than MA or IQ. Some children, however, making the poorest showings on these tests learned to read successfully. Tests that involved naming letters, matching and comparing words, recognizing nonsense words and geometrical figures, as well as those which required the repetition of sounds of letters and nonsense words, all gave fair correlations with later progress in reading. The authors interpret this as indicating the value of previous experience with letters, words and printed materials.

They found little relationship between the length of oral compositions or the number of ideas contained in them with reading progress,

but a fairly high correlation between the general quality of the oral composition and successful reading. They found that tests of handedness, eye-dominance, motor coordination, and speech defects gave no evidence of discrimination between the failing group and the successful one. Those making unsatisfactory progress, however, were found more deficient in hearing than the others.

Six of the ten near-failures showed one or more specific deficiencies or defects, while the records of the other four presented nothing that might easily account for lack of progress. From this and the other evidence the authors conclude that deficiencies in teaching were the crucial factors rather than constitutional handicaps or inadequate background. This conclusion is also substantiated by the fact that when remedial instruction was undertaken, about March 15, all ten of the unsuccessful children began to make rapid progress in reading. An interesting account is given of a pair of identical twins in one of the classes. One failed to make progress until taken in hand by the remedial teacher, after which time she learned to read almost as well as her sister who had been successful from the beginning.

The authors conclude that the pupils' difficulties were not primarily due to immaturity and they do not find evidence that the pupils would have succeeded if reading had been begun at a later time. They emphasize "the importance of recognizing and adjusting to individual relationships and needs before and after the beginning of reading rather than merely changing the time of beginning." They reiterate the point made by Gates in his previous writings, that materials and methods can be adjusted to teaching children to read at the age level when reading promises to be of optimum value in their development.

INCIDENTAL NUMBER SITUATIONS IN FIRST GRADE. By Florence E. Reid. *Journal of Educational Research*, September 1936, 30: 36-43.

This study, although not comprehensive or especially significant in itself, is indicative of the growing tendency to recognize the importance of first-hand experience with number in the primary grades. The first grade class involved was given no formal arithmetic in the sense that there was no definite period or organized course of study provided and no standards of achievement set up. Stenographic reports were made of most of the classroom activities during the first three months of the school year. These were analyzed to reveal situations in which number functioned. Arithmetical situations are classed as concrete or abstract. If the child is made conscious of the quantitative situation through the use of objective material, the situation is classified as concrete. If the situation is not thus made meaningful, it is considered abstract. For example, if a child asks, "How many days of vacation do we have?" and the teacher merely answers, "Four," the situation is considered abstract. If, however, she asks the child to count the days on the calendar, it is considered a concrete situation.

During the period of observation, 514 concrete social situations involving number were observed, in contrast with 64 abstract situations. It is significant to note the large number of concrete uses of number that occurred in this first grade class. The following are illustrative of the situations: The boys and girls were counted separately and collectively to make up the daily attendance chart. When children came in late, the results were changed. This situation also led to adding the number of late entrants. The calendar provided for the counting of the number of sunny, snowy, or wintry days in the month. The number of vacation days and the number of days until an approaching holiday were frequently counted. It was often desirable to count the number of pupils on various committees and the number of things listed to be done, the number of pages to be read in a story and the number of repetitions of certain sen-

tences or words. A party for mothers necessitated counting of plates, napkins, cups, and items of food. Other situations involving addition and some involving subtraction were encountered. If eight children were needed for a committee and only six had been selected, the problem of how many more were needed arose.

The author found that addition involving fairly large numbers introduced in connection with the attendance chart seemed to present no more difficulty than situations involving small numbers. She concludes that meaning is more significant than the magnitude of the number.

The following words involving quantitative conceptions occurred most frequently in the order given: all, little, big, more, whole, and long. Other words appeared much less frequently. Many of the children's comments revealed an understanding of numbers and their functions. These uses of quantitative expressions are listed in four categories: (1) general use of quantitative terms such as "We will have four days vacation"; (2) matching, "It's just the same number we had yesterday"; (3) use of ordinals, "I like the second story"; (4) use of fractional concept, "I've got mine half sewed."

An interesting finding is the fact that the small numbers are used much more frequently than larger numbers. There is, in fact, a rather consistent decrease in the number of times a numeral occurs as the size of the number increases. Numbers larger than 25 are used quite infrequently. Among the ordinals "first" is used more often than any other. This seems to be due to the teacher's tendency to use "next" for successive statements after the first one. For example, she asks, "What shall we do first?" and then, "What shall we do next?" instead of, "What shall we do second, third, or fourth."

One concludes from this report, as from several other recent studies, that there is a wealth of concrete direct experience with number and quantitative relationships available for children in their school experiences, if teachers will but utilize the opportunities that arise during the day's experiences.



News . . . HERE AND THERE

NEW A.C.E. BRANCHES

Twelve new Branches already for 1936-37! Four have been announced. The eight additional Branches are:

Oakland-Winter Garden Association for Childhood Education, Florida.

Neosho Public Schools Elementary Council, Neosho, Missouri.

Henderson County Association for Childhood Education, Tennessee.

Montgomery County Association for Childhood Education, Tennessee.

Williamson County Association for Childhood Education, Tennessee.

Austin Association for Childhood Education, Austin, Texas.

Childhood Education Council of San Marcos Teachers College, San Marcos, Texas.

Whatcom County Association for Childhood Education, Washington.

A SPECIAL DAY AT HEADQUARTERS

Thursday, November 19, was an unusual day at A.C.E. Headquarters in the National Education Association Building. The District of Columbia A.C.E. entertained its members and their friends at a tea in the reception room on the first floor of the N.E.A. In small groups the guests visited the A.C.E. Headquarters offices on the third floor, where members of the staff explained the varied activities of the organization.

We wish *you* would visit Headquarters, too. If you cannot come with a group, come alone!

MISS HARRIS

Achsah May Harris retired in June, after having taught forty-five years in the Kansas State Teachers College at Emporia, Kansas. She assures us that although she is leaving the teaching field and will spend much time in travel, she will not forget *Childhood Education* and will take pleasure in continuing to recommend it to kindergarten-primary teachers.

PLAINFIELD A.C.E. DAY

On October 17, the Plainfield, New Jersey, Association for Childhood Education was host to 150 kindergarten-primary teachers from throughout the state. The occasion was Plainfield A.C.E. Day. At the morning meeting Miss Mary Hope, President of the Branch, extended a welcome to the guests. Dr. Ira S. Wile spoke on "The Place of Emotions in Education." Miss Grace Rake, President of the Newark A.C.E., presided at luncheon, and at the afternoon session, presidents of A.C.E. Branches took part in a general discussion on the unification of A.C.E. work. This discussion was led by Miss Laura T. Owens, secretary of the kindergarten department of the New Jersey State Teachers Association.

A FIELD TRIP

In October, at the request of the Executive Board of the A.C.E., the Executive Secretary spent two weeks in the field visiting A.C.E. Branches. During that time conferences were held with representatives of local branches, state associations and prospective branch groups in Wisconsin, Minnesota, Iowa, Indiana and New York. It was a real inspiration to attend the meetings of local Branches and state Associations, to find classrooms in which A.C.E. members were carrying forward progressive educational programs, and to visit teachers colleges where students and faculty are equally interested in the activities of both the local and national A.C.E. This trip will long remain a happy memory to the Executive Secretary, particularly because of the friendly spirit and real hospitality of A.C.E. members.

A THREE-POINT BRANCH PROGRAM

Inez Howard, President of the Indiana State A.C.E., has outlined for local Branches in Indiana the following three-point program:

1. Send at least one delegate to the A.C.E.

meeting at San Antonio this spring. I can imagine no greater inspiration to the educational system of Indiana than that each year thirty or more teachers should bring back to their individual school cities the vision that they will receive from this national meeting.

2. Double the number of subscriptions to *Childhood Education* for the year 1936-37. Without any doubt, *Childhood Education* is "The Royal Road to Reading" for any primary teacher.

3. Plan excellent programs and get appropriate newspaper publicity. Educate the public to what we are trying to do.

NATIONAL COUNCIL OF CHILDHOOD EDUCATION

This Council will hold two conferences during the meeting of the Department of Superintendence in New Orleans. Ruth Andrus, President of the National Association for Nursery Education, is planning the program for the luncheon conference on Monday, February 22, at the Monteleone Hotel. Jean Betzner, Vice-president, will direct the second conference, on Tuesday afternoon, February 23. Louella Egan, District Superintendent of the New Orleans Public Schools, is chairman of the local committee on arrangements. All those interested in the guidance of young children are invited to attend and to participate.

FILMS—FARMS OF THE FUTURE

"Farms of the Future" is the theme for a new educational sound film produced by the Ford Motor Company. It has just been distributed nationally to local Ford dealers through whom it is available to schools, clubs and farm organizations. Included in the film is the story of the soy bean—early experimental work, development of simplified soy bean oil extraction plants, plant operation, and the production of automobile parts from soy beans.

"THE YOUNG CHILD IN THE MUSEUM"

Because of the newly awakened interest in children's museums, the 28-page pamphlet published by the Newark Museum will be particularly welcome. It contains statements from thirty-five museums concerning their activities for children under seven years. Secure your

copy by writing to Beatrice Winsor, Director. (Price, six cents.)

"HEALTHY CHILDREN"

Mary E. Murphy, National Chairman of the Committee on Child Hygiene, is the editor of a 32-page booklet published by the National Congress of Parents and Teachers, 1201 Sixteenth Street, Northwest, Washington, D.C. The title is "Healthy Children" and the price is 10c. Study and discussion groups will find it an excellent basis for programs because of the selected references and study class suggestions at the end of each chapter.

HOUSING EXHIBIT IN ENGLAND

An exhibition, New Homes For Old, was held in England, September 16 to 30. At the request of the Organizing Secretary of The Housing Centre, Miss J. G. Ledebor, the U. S. Office of Education, sent an exhibit descriptive of nursery school and kindergarten programs in the United States. The exhibit included blue prints of nursery school building plans, photographs of nurseryschool-kindergarten activities, and publications describing both the regular nursery school and kindergarten programs and the work of emergency nursery schools throughout the country.

JUNIOR PROGRAMS

Junior Programs is a non-commercial organization affiliated with The National Music League, Inc. The purpose of the organization is to find and promote the best children's programs and bring them to as many communities as possible at the lowest possible cost. For further information, write to Junior Programs, Dorothy L. McFadden, Director, 221 W. 57th Street, New York City.

P.T.A. RADIO FORUM

A series of radio broadcasts on the "Growth and Development of the Child" is being presented during the present school year under the sponsorship of the National Congress of Parents and Teachers, the American Academy of Pediatrics, and the National Broadcasting Company. The program is broadcast each Wednesday afternoon from 2:30 P.M. to 3:00 P.M., E.S.T., over the NBC blue network.

CHILDREN EDUCATION



JANUARY - 1937

Hilltop—A Community Experiment . . . *Paula Smith Hill*

Advantages Through Illness . . . *William H. Jones*

Friedrich Froebel . . . *Charles H. Allen*

Learning Safety Through Experience . . . *Harold H. Baskin*

Housing and Childhood Education . . . *Charles H. Allen*

Community Enterprises of School Children . . . *Lucy White*

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